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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXIX.

For the Week Ending October 22

No. 14

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Mr. Greenwood's Annual Benediction.*

For years it has been my privilege to welcome you back to work,—to speak words of helpfulness and of encouragement to those who aspired to take in a wider range of thought, and to survey the educational field with a clearer vision, a deeper insight, and with a better understanding of those great social, intellectual, and moral forces that are molding American character and shaping the destiny of the nation. To those teachers who have met with us for the first time, to extend words of sympathy and fraternal greeting, and to welcome them to our ranks.

Sometimes I have believed that you felt happier and worked more cheerfully when you knew what I was thinking about along certain educational lines, and that we were journeying in the same direction, and thinking and talking over the same subjects. I am sure that we have always stood on an educational platform large enough for each to do his best in that sphere of work adapted to his nature and acquired skill. The responsibility rests with us now to build up the teaching force of this city into a more compact, efficient, persistent, and highly skilled working body—a body of educational artists, in which no lost or dead motion enters as a factor in instruction and discipline: only by putting more thought, energy, and skill into what we do, by understanding better the whole range of the aims, the purposes, and the means of education, and by diffusing liberally the spirit of disinterested and sympathetic co-operation thru the entire corps, can we render the best service to the city, the state, and the nation.

Many times in our meetings, it has been my pleasure to present for your consideration either the thoughts or the writings of the great schoolmasters of the race, that you might enlarge your spheres of usefulness and grow wiser and richer in your intellectual and moral inheritance. Some of the seed thus scattered produced abundant harvests. Again, we have gone out into the valleys, on the hills sides, and in a few instances to the mountain tops, to gather knowledge and wisdom from the four quarters of the world, that you might assimilate and elaborate it in building up self-hood. School teaching, as all other professions and occupations, has its sunshine and shadow about equally blended. Both are necessary for soul growth, for largeness of conceptions that lead to freedom of thought and noble deeds.

In Kansas City your work is not hampered by tradition; principals and teachers are encouraged to initiate new movements that have not terminated in failure elsewhere; to try new experiments, provided, there is a background of reason upon which to build. Here, one can give freely of what he has, and in the giving he is not impoverished but greatly enriched. It is here that the best wrought out in the schools on the other side of the Atlantic, may be reproduced, modified by different social conditions, provided that the spirit, the aim,

and the means are grasped, and that they can be intelligently and effectively applied.

To put our system into the best working form and to keep it there, the entire educational force, from the head to the remotest extremities, must be moved by the same indomitable spirit. A board of education cannot make teachers; it is a legislative and administrative body, but it can encourage and add some temporary stimulus to the teaching force. It cannot train a body of teachers by rules, regulations, and directions, any more than it can by decree make poets, artists, and statesmen. To carry forward that kind of public service that requires the highest skill, qualified to deal rightly with the most valuable and precious material, the bodies and the minds of the children, pre-supposes a training in the sciences and arts, previous to the acquisition of the technical instruction necessary to practice teaching. Neither can a superintendent, his assistants, or the principals, however earnest, clear-sighted, and enthusiastic, create out of average material, a first-class corps of teachers. All that these can do, is to guide, train, direct effort—that peculiar energy that is inherent in each individual. As your helper, I can only help each of you to be true to yourself, and point out and stimulate you along such lines as will help you to help yourself. Should I attempt to deck you out with a coat of educational veneering, it would soon wear off. Whatever is inherent in your nature must be developed by self-effort and self-application. The final result rests with you, and with you alone, whether teacher or principal.

Standing at the center of the situation, and looking out in all directions, there are many interests to be considered. First, we have to understand every phase of the law under which a system of city schools is organized, the scope of our authority, and whence it is derived; the methods ordained for putting and keeping the entire educational machinery in successful operation; the money placed at the disposal of the board of education for carrying out the provisions of the law, and how it has to be distributed. But all this knowledge will not of itself make good schools. Back of all these must be the teaching force and its spirit. Its attitude toward progress and improvement should be positive, earnest, fresh, and active. "The spirit maketh alive," and will almost quicken the dead.

Teaching on Scientific Basis.

For forty years, the chief effort of the leading educators of the United States has been to place teaching on the same professional basis that law and medicine now hold in the public mind. It is a profession having its history, its body of doctrines, and its methods as sharply defined as other professions. A handful of opponents, however, claim that moulding and developing a human being, can lay no claim to scientific or rational treatment. They hold, without good reason, that all teaching is experimental, and in its very nature cannot be reduced to a scientific basis. The two most scientific nations of Christendom, Germany and France,

*Address by Supt. J. M. Greenwood, to the Principals and Teachers of Kansas City, Mo.

treat it as a science and one that can be learned and practiced. Compayre, the leading pedagogical lecturer of France, says: "To undertake the direction of education without having analyzed the faculties of human nature, would be to run the risk of committing the grossest errors; it would be to go astray, to walk at random like a traveler in an unknown country without a map before him. On the other hand, equipped with proper psychological observations, the educator is prepared to determine the theoretical and general laws which govern the development of mind and character. Now, without the key which psychology puts into our hands, the child would remain to us an insoluble enigma."

The hypothesis that one line of work, human development, is not susceptible to any law, that education is not a science, is a matter of chance or caprice, is to affirm that there is one great realm of human activity not subject to law. This leads to a strange inconsistency. Is there not a large body of educational literature written upon the nature, the activity, and development of the human body and soul,—a set of principles founded upon human nature in all its phases, determining the nature, the function, and the limits of education, and are not these principles as elemental as are those of any one of the physical or mathematical sciences, and do they not embrace the very deepest problems of philosophy and of life, and have a self-justification in the subject matter they cover?

If those engaged in expert professional service must keep abreast in their respective professions, what should be the mental and moral attitude of the teacher who really teaches? Can he afford to be ignorant of that great body of knowledge built up chiefly from other sciences,—the philosophy of the mind and its wondrous powers,—the history of education as unfolded in the world spirit, physiology and hygiene, in order to engage in the highest of all the arts and upon which his profession is based? These special departments include much of what constitutes the great body of pedagogical literature, and the broad lines of these special departments of learning furnish a background upon which systems of education are constructed and out of which nations endeavor to realize their ideals. Even technical and general knowledge can be a part only of the live teacher's equipment for life work. Running thru the teacher's personality must be a strong mental and moral fiber, and there must be enough enthusiasm and positive energy to make what one does effective. Each stroke the teacher makes must be intelligently aimed at some definite object, and each should hit the exact spot. To enthusiasm and capacity for work and a strong willingness to do it, must be coupled training and adaptability, and if combined with successful progressive experience, then so much the better. One here cannot become a strong stimulating force in the education of children or of grown people, who has just enough strength of character to keep from doing something, or not permitting the children to do something. One must have force enough to be somebody, and energy enough to inspire others to think and to act. Above all other considerations, the teacher should possess a well-balanced and disciplined mind, and be a safe judge of educational values in all grades of school work. Of himself, the teacher should exact sound scholarship, and by all means avoid being a freak, a crank, or a specimen that should be properly labeled and carefully put on a shelf in a museum; or one of those delicate human specimens who complain that it is either too hot or too cold to read or to think, or to do anything but eat and breathe and look languid. Let us then utilize all the intellectual and moral forces that awaken and quicken the young, and

strengthen them to stand for those distinctive characteristics which make for the highest civic righteousness.

With a pedagogical literature that represents hundreds of volumes in English, more than two thousand in French, and more voluminous still in German, there is hardly any valid excuse why any one who assumes to teach in a public or a private school, should be ignorant of the existence of this great treasure-house of educational knowledge.

(To be continued next week.)



Essential Qualifications of Teachers.

By SUPT. W. H. MAXWELL, New York City.

In an address before the Brooklyn Institute of Arts and Sciences, on "The Essential Qualifications of a Teacher," he said that the first test of a teacher's fitness is sound physical health. "It is wrong to place in charge of children a person who cannot lead in physical training exercises, who cannot endure the nervous strain of class-room work, or whose natural sweetness of disposition may be permanently soured or whose intellectual resources may be impaired by the ravages of disease. Imitation is the strongest natural force in the education of the child. He should never be placed under the care of a person whose physical nature is likely to develop qualities, either physical, moral, or intellectual, which he ought not to imitate.

"The second essential qualification is sound and extensive scholarship. The time is past when it was supposed that any one who could keep ahead of his pupils in their lessons was sufficiently instructed to become a teacher. Those were the days when the teaching of the three R's was regarded as the only legitimate work of the people's schools. Those were the days when the school gave its pupils little or no knowledge, but only the tools by which, if they were so disposed, the knowledge locked up in books might be only partially released. It was as if one should give a carpenter a hammer, a saw, and a chisel, but no wood to work upon.

"There has been substituted the enormously broader and more useful conception that the public schools should provide such an education that the opportunities of all citizens to make a living and to lead happy and prosperous lives shall be equal as far as education can make them equal. The school is to be regarded as an artificial environment devised for the purpose of preparing the human being to be further educated by the environments of practical life. There is nothing in practical life that is foreign to the school. Its province is bounded only by the child's interests and the child's powers of comprehension. The teacher must know the conditions of the world around him and have made himself familiar with literature, art, science, institutions, and ethics. Unless the teacher has traversed at least the more familiar fields of human learning he has not the intellectual equipment and the intellectual training that will enable him to profit by professional training and to solve the problems that will inevitably confront him in the class-room.

Need of Professional Training.

"The third great element in the teacher's preparation is professional training. The limits of this discourse forbid me to traverse this large field, which includes logic, psychology, the science of education, the history of education, and methodology.

"Great advances have been made in physical training. The equipment for these purposes is,

however, sadly deficient, but the enthusiasm of our teachers is rapidly overcoming this great obstacle. The teacher who teaches city children the forgotten games of the open country, who corrects faults of posture and strengthens muscles by gymnastic exercises, who smiles encouragement on the relay race or the basketball game, and who guides the clumsy fingers in knotting cords or cutting out figures from pasteboard may rightly feel that she is doing her part to enable the future men and women of America to perform the labors of peace and to endure the hardships of war.

"Child study has been brought into ridicule by the extravagance of some of its devotees. One cannot become enthusiastic over inquiries into the reasons why children like cats, for instance. And yet no one will ever be a really good teacher who has not acquired the naturalist's habit and keenness of observation. Psychology is studied by the teacher, because it forms the foundation of some of the most important principles of education, and yet I question whether its most useful purpose is not to indicate to the teacher how to interpret the workings of a child's mind as manifested by his words, his actions, and the expression of his face.

"In assigning a pupil to a seat a teacher should consider his powers of sight and hearing. She should have the trained observation that can discriminate between an erect spine and a drooping one, which impedes the action of heart and lungs; she should know if chests are abnormally narrow or depressed, and understand how to lift and expand them with gymnastic exercise. She should recognize the signs of healthful exhilaration from exercise, and be able to conduct a gymnastic lesson so as to produce these effects; on the other hand, she should be able to select for special care and observation those children who lack endurance in the class-room and playground, and who become abnormally fatigued with slight exertion.

"The character of the child's movements should also be a matter of observation and training. The diffuse, purposeless, and automatic movements of the early grades should give place to definite, precise, and purposeful movements as the child grows older, else there are indications of neurotic conditions or low mentality.

Necessity of Observation.

"This idea of development should be present in any contemplation of the child's physical condition or activities, and a teacher should be able to work for and to observe, from month to month as well as from term to term, gain in breathing capacity, in general carriage and posture; in precision, strength, and steadiness of movements, and in vigor and endurance.

"The teacher should be keen in observing the physical effects of bad ventilation and of wrong use of the hand in writing, drawing, sewing, or other manual work. She should be able, of course, to correct all the defects observed; but the first condition of improvement is that the teacher should know what to look for, and should observe rapidly and accurately.

"Consider again a few of the phenomena which the teacher should be able to observe accurately in a child's intellectual progress. She should be able to note manifestations of perception, of retentiveness, of power to form mental images, of power to judge and to reason, of emotional capacity, the capacities for voluntary and for involuntary attention, and the pathological states of mind-wandering and brain fatigue. She should be skilled in noting the mental re-actions of her pupils—how mind answers to mind. She should be able to seize and translate into her own methods the good points

of a lesson given by another teacher or by her principal. Above all, she should be able to recognize special likes and dislikes, special aptitudes and abilities.

"Obviously, if a teacher does not or cannot observe such phenomena accurately, she cannot adapt her teaching to her pupils; she cannot cure mental defects or strengthen mental powers. Indeed, I venture to say that fully one-half the mistakes made in teaching are due to defective observation on the part of the teacher. I place, therefore, the ability to study the normal child intelligently and the ability to detect deviations from the normal as one of the essential qualifications of the teacher. Indeed, I should go further and say that the teacher should be skilled in observing the social phenomena of the people among whom she teaches. She can be only partially successful if she does not understand the home life of her pupils.

"While the history of education is properly studied by teachers, the biographical element has received too little attention in the normal schools. What inspiration might we not draw from a careful study of the lives of Comenius, Pestalozzi, Froebel, and Horace Mann! What comfort might we not derive from their patience in adversity! Or, if we are seeking modern ideals, let us study the biographies of the two greatest English schoolmasters of the nineteenth century, Thomas Arnold, of Rugby, and Edward Bowen, of Harrow. Bowen may well continue to be our ideal, for his two leading principles are the principles that underlie present day developments in the teaching art. These principles are that the pupil must, at all hazards, be interested in his lessons, and that he should be at ease with his teacher. Every teacher may purify his ideals and find comfort and encouragement in the lives of his great predecessors."



Coming Meetings.

Oct. 20-22—Vermont State Teachers' Association, at Middlebury.

Oct. 27-29—Northern Illinois Teachers' Association, at Evanston. Subject, "The Twentieth Century Child," with the principal address by President Wm. G. Frost, Berea College, Ky.

Nov. 12.—Newark Library, Newark, N. J., music department of the New Jersey State Teachers' Association, at 10 a. m. John Tagg, president.

Nov. 25—Massachusetts Teachers' Association, and Massachusetts Council of Education, at Boston.

Dec. 21-23—Southern California Teachers' Association, at Los Angeles.

Dec. 26-31—The California State Teachers' Association, at San Jose.

Dec. 27-29—New Jersey State Teachers' Association, at Trenton.

Dec. 27-30.—Washington State Teachers' Association, at Spokane.

Dec. 27-29.—Illinois State Teachers' Association. Supt. Edwin G. Cooley, President, Chicago, Ill.

Among the speakers at the coming meeting of the Illinois State Teachers' Association, to be held December 27-29, will be Supt. E. G. Cooley, of Chicago; an address by Frederick Manley, of Boston, on "Caliban and Education;" a symposium on play by Prof. Oscar L. Triggs, Dr. Bayard Holmes and Jane Addams. An address will be given by State Superintendent Bayliss on "The Status of the High School in Illinois," and one by Dr. Arnold Tompkins on "Universal Method in Teaching."

The Northwestern Ohio Teachers' Association will meet at Akron on October 21 and 22. Supt. J. M. H. Frederick of Lakewood will lead a round table. Addresses will be made by Dean Miller of Oberlin college, Prof. E. F. Miller of Youngstown, Dr. James A. Leonard of the Mansfield Reformatory, and Commissioner E. A. Jones.

The Southwestern Ohio Teachers' Association will assemble at Lancaster on October 28 and 29. Lectures will be made by President Hall of Clark university on "Present Pressing Problems in Education," and "Psychology and Its Relation to Education." Prof. Treudley and Dr. Super, of Ohio university, and Superintendent Cox of Zenia, will also address the teachers.

The Study Hour.

By EMMA C. SCHOONMAKER, Principal Girls' Department, P. S. 119, New York City.

The term *study-hour* is frequently misinterpreted. The occupation of the child during this period is generally such as to make the term a misnomer. The copying of notes and the assignment of home work are quite different from the concentrated application along some particular line of thought.

The study period as well as the recitation period is the teacher's opportunity to train the pupils in proper habits of thought and research.

Lead the child to appreciate the fact that his best work in life comes thru self-effort and self-tuition. The study-hour should be the time during which the pupil digs out some information from his text-book that will serve to reinforce what he has learned and prepare the way for what is to follow: It is not time to study lessons of the day nor to prepare work for the next day. That is home work.

Text-books are not infrequently almost of no value to the child, for he does not know how to use them. To overcome this evil, to familiarize him with his text-book should be one aim of a study hour.

Hughes says, "It is a great blunder for the teacher to attempt to communicate to the child all the knowledge to be acquired. . . . Valuable as knowledge may be, the power to acquire it independently is better."

Suggestions.

The study period should be short, especially for pupils from the third to the sixth year. It seems advisable that twenty minutes each morning and each afternoon should be allowed for study, and a definite plan should be made by the teacher for these periods, as for the recitation periods.

The child should not be expected to concentrate attention upon more than one line of thought; he should be taught to pursue a subject systematically. Nothing should be assigned for study that is beyond the comprehension of the child, nothing that requires aid or explanation, only such work as the average child should be able to think out for himself. Confused ideas and slovenly habits of thought result from work that is indefinite or too difficult.

A child should first be taught how to study a certain lesson. The next day when the child writes or recites, he should be held responsible for the lesson along the lines mapped out the day before. If the child is not held responsible for the work of the study hour, he will soon fail to apply himself and the time wasted will tend toward demoralizing influences.

Specific Plan.

History.—The teacher should show the child how to make a topical outline of a given lesson. To do this a study of the paragraph structure is essential. In all well written text-books, each paragraph begins with a topic sentence, *e. g.*,

SLAVERY.

Tobacco industry causes its
1619 Introduction.
1787 Northwest Territory.
1799 Washington's will sets his slaves free.
1820 Missouri Compromise.
1850 Omnibus Bill.
1854 Kansas Nebraska Bill.
1857 Dred Scott Decision.
1859 John Brown's Raid.
1861 Civil War.
1863 Emancipation Proclamation.
1865, '68, '70, 13th, 14th, 15th Amendments.
The tariff, any war or other series of events can

be similarly treated by teacher and followed by pupils. One or more study periods may be necessary to accomplish the study of any sequence of events. The child will soon realize the value of such study—since it conserves both time and energy. Children are born imitators; they readily adapt themselves to the model.

Teaching may fail to accomplish results for the following reasons:

1. Incorrect statements.
2. Imperfect knowledge.
3. Telling, which is not teaching.

A subject in the hands of an incompetent teacher is disliked by the child, while if taught by one thoroly qualified, the subject becomes a source of pleasure and profit to the child.

All other subjects can be similarly treated.

3 B—6 B children should be taught how to study.

6 B—8 B inclusive should be review work for strengthening previous grades and to make solid the foundation that may have weak spots.

Definite work requiring the use of a text-book should be assigned whether the work be review or advance.

Departmental Grades.

Study hour may be profitably utilized for review work.

Systematic "sets" of questions requiring the use of a text-book. Answers should be written out to be accurate and effective. Bacon says, "Writing maketh an exact man."

Pupils should become familiar with text-books. Pupils are busy, therefore quiet; they learn much while thinking some particular things.

To make this study of value, the work should be corrected in class for three points: (a) quantity, (b) correctness, (c) executive ability.

Kind of Questions.

The questions should be such as will require uniform answers, answers strictly in accord with the printed page. For examples, definitions in arithmetic or grammar, comparison, declension, conjugation, synopsis, rules of syntax. These are the tools and should be familiar to be effective.

Geography: Important routes of travel by land and by water, location of great ports, capitals, etc., the latitude and longitude of certain places.

History: Certain dates and their corresponding events.

Science: Laws, illustrations, experiments.

Literature: Use of dictionary to determine meaning and application of words in quotations, excerpts, poems.

The teacher supervising the study hour should either be permitted to so strengthen her own subject; or if the class be not in her schedule, she can direct the work laid out by another teacher.

The study hour should not be a burden to pupil or teacher. It should be to both a source of help and strength. It should teach a child to help himself; to value the opportunity for research under able guidance.

The aim of all study hours should be to throw light on dark places; to strengthen what is weak; to awaken the power of self-help.

Topics should be definite. Text-books should be at hand for reference.

Silence and concentration are imperative. Idle questions and moving about the room are distractions that should not be tolerated during study hour. Copying (mere copying as such to kill time) is worse than useless, it is time wasted; and time is precious.

The content of a lesson thoroly grasped should bring to a pupil a deepening sense of self-reliance and self-respect.

Commercial Education in England.

When the faculty of commerce was added to the University of Birmingham, education in England entered upon a new phase. For a thousand years Oxford and Cambridge had presented to the English mind the idea of education. Men could learn facts elsewhere, of course, but systematic training could only be attained by the Cam and the Isis. And on their banks, in the venerable and beautiful colleges erected thru the munificence of princes and prelates, the course of teaching had altered but once during those thousand years. That alteration took place at the Renaissance.

From the days of Alfred to the days of the first Tudors, education had flowed in the same channel. Men still spoke Latin when in solemn converse, and wrote in Latin the books they designed to have preserved. Latin was therefore the indispensable desideratum for all knowledge. And that knowledge was almost wholly theory. Doubtless men looked with interest upon the face of the world. They always must. But for study and speculation the heavens above and the earth beneath were far too contemptible. Nature claimed no attention from the scholar.

Nor did the face of man interest him more. For history he had but a languid condescension. The great duty of the thinking man was to read the Fathers, and to add one more step to the vast edifice of scholasticism which the schoolmen had spun out of their own insides. This tremendous fabric was of a most imposing height. Its foundations were beautifully proportioned—on strict geometric lines. Every little pinnacle fitted in by an austere logic with the general plan of the edifice. But alas, the towering mass stood only on thin air. It had no connection with man or with man's surroundings. It could have been almost as well conceived in a vacuum as on this busy earth. Thus the medieval scholarship had no real foundation, and it was predestined to perish as soon as man looked around upon his fellows.

Constantinople fell. Greek learning was scattered over Europe. Men began to read the philosophers and poets of Athens. The boundaries upon the human intellect rolled back. Mankind had a new birth. It was discovered that Nature was noble and inspiring and carried within her bosom secrets of vast import to humanity. Men and women suddenly became interesting too. Scholars looked into their own minds and their own hearts and found them very good. Soon the stir of the human intellect began to show great results. Shakespeare pictured life and life's questions as they have never been drawn before nor since. Lord Bacon laid down the rules by which has since been laid bare the secret of man's origin, and by which in human weighing scales the suns have been hung.

The rich life swelled up high at the ancient seats of English learning. The princely establishments of William of Wakenham and William of Waynflete were remodeled. The graceful spires of Wolsey's new foundation rose over a college devoted to the modern learning. That rebirth of knowledge swept all before it. The monarch delivered orations in its favor from his throne. The church solemnly pronounced upon it her holy benediction. A new dynasty wearing the crown, a reformed religion celebrating before the altar did not divert the current into which education had turned, for in its advocacy all factions and all religious opinions were as one. Here occurred the one historic change in English education. Here began the system of instruction destined to reign until our own day.

The nineteenth century witnessed many changes in the ancient colleges of Oxford and Cambridge, but they were growths and revisions, not revolutions.

In the second decade of that century the historic method of study began to supplant all others. In institutions, in philosophies, in literatures, the first requisite was the tracing of sources back to their origin. A new light illuminated history. A burst of new knowledge carried archeology, philology, political economy forward to new planes. Yet this was not a break in the English education which had come down from the Renaissance. It was simply a broadening and deepening of a tendency which, at that time, had begun to manifest itself. The historical method had always been a way of seeking truth. The difference was it now became the one indispensable preliminary of all truth seeking.

Evolution was the necessary outcome of a true historical method. Why is it of value to trace the course of institutions, of policies, of literatures, unless it is that they grow? If they do not grow, the finished product is the only thing worthy of attention, for preceding productions have then no organic connection with that product and can throw no light upon it. In science, the historical method, soon called the evolutionary theory, did not stop with history itself. It flung itself far beyond the ken of the most remote archeology, back to the very beginnings of life upon this planet. And here, where biology must halt, the evolutionary astronomy took up the search, sweeping thru the universe past all boundaries to the absolute beginnings of things.

Triumphant in science, the evolutionary theory invaded every other field. The earlier historical method had prepared for it easy victories. Evolution had succeeded in establishing that by it was formed the human body. It now claimed all else of man besides. The intellect, the emotions, the conscience, the very soul surrendered. All that man is he has become thru evolution.

Thus was effected the most momentous and far-reaching revolution which has ever taken place in man's thought, or to our conception, that ever will take place. No discovery of the future can equal that flash of insight which found the universe an accident and left it a growth. But tho a transformation in thought it was not a revolution in education. Evolution was only the natural development of the system inaugurated at the Renaissance. The warfare between the old curriculum into which nothing but the old humanities found a place, and the new schedule dominated by science and contemptuously allowing the humanities mere standing room, was after all only an internal quarrel. Whether Greek roots or the preponderation of gases was the favorite subject for the education of youth, whether he spent his time in writing Latin elegiac verse or in investigating the parasites of the *acer saccharinum*, the idea was identical, his habits were to be trained, his powers developed, his capabilities enlarged, and in so doing it was unnecessary, even undesirable, to teach him those things which would enable him thereafter to make his way among men.

The contest waged over what road was the most direct and yet the most comprehensive to this indirect sort of training. But to-day one can see the beginnings of a conflict of a far different kind. The commercialization of education is upon us. The young are to be trained for the one great end of making money. To learn to make one's living is to be the supreme test of academic efficiency.

Barbaric as this ideal seems at the first blush, it is not altogether so unreasonable. "In the sweat of thy brow shalt thou eat thy bread" is true of mankind as a whole, however it may have lost its force for small minorities. Labor of some sort is the necessary foundation of any commonwealth. The splendid and awe-striking fabrics of learning, beauty, and religion are, after all, maintained on

the shoulders of those who work. Let the toil stop but for a little while, and all things will come crumbling about our heads.

England's greatness has been reared on success in trade. Politically she has acknowledged the fact and been proud of it. But all thought of trade has been excluded as an unclean thing from the academic haunts.

But now uprises the very latest spirit and it says to education, teach youth what is actually practical, not what is more or less approximately so. Give them such a schooling that when they go out into the market place, they can earn their own living and can increase the world's wealth. And avers the spirit, they will get as much mental and spiritual training from performing such work honestly as is ever acquired in dissecting frogs or in learning the varieties of the genitive case. Of course, the invoice and the ledger can stand firm on the rock of Truth. Beetles and tadpoles are not the only things out of which systems of philosophy can be evoked. The daily bargaining of man with man can to the right viewing mind stir as much appreciation of the cosmos as can ever be aroused by the most minute examination of a pigeon's cerebellum. And, of course also, let there be the proper orientation of poetry and history and the fine arts. Only let it be understood that the emphasis is placed on studies which fit men, not by any indirect or circuitous operation, but directly and actually for the inevitable battles of life, which to most men, are real battles for existence.

The advent of this philistine conception of education whose acceptance would work a transformation no less radical than that effected by the Renaissance, is viewed calmly enough in the cloistered galleries of Oriel and Magdalen. The horsemen are yet a great way off. But the recapitulation of some recent educational history, will show that their oncoming is not to be despised.

In 1887, the London Chamber of Commerce proposed a uniform course of commercial instruction in secondary schools. Sir John Lubbock, now Lord Avebury, was the author of this plan. But the government declared itself possessed of no jurisdiction to carry this proposal into effect, and contented itself with inaugurating commercial examinations. There were no schools, however, even to prepare for these examinations.

The first real step was taken in 1895, by the foundation of the London School of Economics and Political Science. This school is now a part of the University of London, and offers a three years' course of highly specialized study leading to the degrees of bachelor of science, and doctor of science. Lord Rothschild is its president, and among the governors are the Earl of Rosebery and Sir Robert Giffen. The lectures and classes are so arranged that it is possible for students who attend only in the evening to obtain the bachelor's degree. The privileges of the school are thus available to those who have already entered on a commercial career. The aim of the school has always been "to supply liberal courses of education specially adapted to the needs of persons who intend to be engaged in the service of any government or local authority, in railways and shipping, banking and insurance, international trade, or any of the higher branches of commerce and industry."

The curriculum consists of the following departments: Economics, mathematics and statistics, economic and political geography, economic and political history, law, public administration, public finance, accountancy and business methods, banking and currency, foreign trade, transport, insurance, demography, bibliography, and library administration. A few of the sub-heads, such as "The economic position of England with special reference to rural organization, the iron and steel

trades, and the smaller manufactures;" "the organization of English foreign trade;" "chartered companies past and present;" "the commercial and financial relations between England and Ireland;" "English foreign trade, with special reference to China and South America;" "Electric traction on railways;" show the special subjects to which the attention of the students is directed.

In 1897, the technical education board of the London County Council reported in favor of establishing in London a secondary commercial school of high rank, commercial continuation schools, and also commercial courses in the universities.

The next year a conference was held at the Guildhall, called by the London Chamber of Commerce to discuss commercial education in Great Britain. All the leading towns of England and Scotland sent representatives. The result of the conference was the passage of a resolution in favor of the establishment of a number of commercial secondary schools in various parts of the realm, the conference having arrived at the revolutionary conclusion that "satisfactory education was possible in subjects which would prove useful in after life."

A result flowing from this Guildhall conference was the foundation, in 1899, of the Liverpool School of Commerce. This is a secondary school, which confers no degrees. The control is in the hands of a joint committee of representatives from the Liverpool Chamber of Commerce, the council and senate of University college, and the technical instruction committee of the city council. There are day classes and evening classes. The full course of study is two years. The school is maintained by grants from the Liverpool City Council, the Lancashire County Council, and contributions from certain opulent commercial houses doing business at the port of Liverpool.

But it is the establishment of the faculty of Commerce in the University of Birmingham that is the most positive gain of the new education. The University of Birmingham itself is but four years old. It was established in the midland metropolis largely thru the instrumentality of Mr. Chamberlain, to whom trade is the foundation of the national greatness. Mr. Carnegie, when he gave £50,000 toward its endowment, suggested that some features of American universities might well be copied, and a committee, consisting of two professors and a Midland manufacturer, made a study of the organization of such American institutions as Cornell and the Massachusetts Institute of Technology. From the outset the university had courses in mechanical engineering, electrical engineering, civil engineering, metallurgy, mining, and brewing.

In 1902 was established the faculty of commerce. For dean was selected Prof. W. J. Ashley, then professor of political economy in Harvard university. Professor Ashley was born in London forty-four years ago, and was educated at Balliol college, Oxford. In 1885 he was appointed fellow and lecturer in modern history in Lincoln college, Oxford. In 1888 he became professor of political economy in the University of Toronto, and after four years of service there, he was called to Harvard. His books: "An Introduction to English Economic History and Theory," "The Adjustment of Wages, a Study of the Coal and Iron Industries of Great Britain and the United States," and "The Tariff Problem," are well-known in all economic circles.

Professor Ashley is now busily engaged in preaching the dignity of material achievement. "The object of the Faculty of Commerce," he says, "is the education, not of the rank and file, but of the officers of the industrial and commercial army: of those who, as principals, directors, managers, secretaries, and heads of departments, will ultimately guide the business activity of the country."

The curriculum which leads in three years to the degree of bachelor of commerce, (a new degree inaugurated by the University of Birmingham) falls naturally into four divisions, (1) language and history, (2) accounting, (3) applied science and business technique, and (4) commerce. It is on the last division that the stress of the work will be laid.

Mr. Lawrence R. Dicksee, the author of the leading books on accounting, will be the professor of that subject, the first time such a chair has been created at an English university. Among the topics treated by this department are the following: An outline of the different forms of books and accounts adapted to such undertakings as banks, gas works, shipping companies, railways, tramways, collieries, breweries, and so forth; executorship accounts; bankruptcy, liquidation and receivership accounts; consideration of appreciation and depreciation of stock and equipment; systems for centralizing the book-keeping of branch establishments; and advanced methods of costs accounting.

The courses in applied science are such as is usual in a good American university of the advanced type. The departments into which the consideration of business technique falls are as follows: Public Finance, Transport, Technique of Trade, Money and Banking, Statistics, Economic Analysis, Commercial Law. So new is the scientific study of the present aspect of the commercial world that one of the insistent tasks demanded of Professor Ashley is the writing of a work which may be used as a text-book in the classes engaged in the fourth division of the faculty, that of commerce itself. The material is now being collected for this volume, which will undoubtedly rank as a notable book.

The first year will be devoted to the British empire, a particular regard being paid to existing conditions in its colonies and dependencies. In the second year, attention will be concentrated upon the United States and the continental countries of Europe. The last year will take up the general policies of business. The location and laying out of works and offices, production on large and small scales, differentiation and consolidation of manufactures, combinations of manufacturers, and the comprehensive discussion of such subjects as capitalization, limited companies, the financial and industrial consequences of machinery, the relations of employers and the employed, advertising, markets, credit, methods of purchase and sale, and the relation of the selling price to the cost, are illustrations of what will be presented to the students during this third year.

The utility of such a course of study for the future business man will be admitted by all. But every one of us, in some manner, is engaged in business. The man must at least manage his own income and the woman her own household, and all must, thru mercantile purchases, enter into relations with the commercial world. There are those who think that a comprehension of the present day order and activities of society will have as great a training effect on the expanding mind as the acquirement of a language long unspoken, or the investigation of the intricacies of the phenomenon of nature. The nature that enshrouds us and the past that has produced us are both well worthy of investigation, and attention paid to them has indeed a tonic effect upon the young, but some insist that the great emphasis, the major part of student time, should be given to courses of study arranged, in a general way, upon a basis similar to the Birmingham faculty of commerce. In that direction certainly lies knowledge, in it, so many contend, lies also individual development.

Hawthorne Statue.

A project for the erection of a statue in memory of Nathaniel Hawthorne has been set on foot during the past summer. It is purposed that the memorial be placed on the campus at Bowdoin college. The work of raising the funds and securing the sculptor has been put in the hands of a committee headed by Prof. Alfred E. Burton, dean of the Massachusetts Institute of Technology. It is desired that the sum of \$15,000 be gathered and that it shall come rather from small sums from a large number of admirers of the author of "The Scarlet Letter," than thru the munificence of any single wealthy individual. Professor Burton said recently in an interview: "We want this first statue that has been raised to Hawthorne in his own country to represent the interest of the greatest possible number of persons who have known and loved his work; that it should be, in other words, a personal tribute from thousands of general readers of Hawthorne, rather than a memorial raised by a comparatively small body of critical admirers."

It is purposed that the statue show the author not as an old man resting on his laurels, but as a young man just leaving college, with all the world before him. The site chosen is just in front of the college library. This will give the figure a very handsome architectural setting. A considerable proportion of the required funds has already been raised. It is desired especially to interest teachers in the project.

How an Editor Elected Hayes.

By JOSEPH M. ROGERS, in the October *Booklovers' Magazine*.

The political campaign manager must always put on a bold front to the public, claiming success with the greatest positiveness. It was a slight indiscretion of this sort that cost Mr. Tilden the presidency. The great campaign of the last century was that of 1876, which was so close that it never was decided according to the constitutional method, and a special commission was erected for the purpose. It is a curious thing that a contest would never have been made had it not been for the act of Mr. Barnum, who at this time was chairman of the national Democratic executive committee, the late Abram S. Hewitt being chairman of the national committee. In those days telegraphic service was much less efficient than now, and the system of collecting election returns far below present standards. At that period the *New York Times* had the reputation of collecting the earliest and most accurate returns, and it had sent its first edition to press practically conceding the election of Tilden. While the editor was consoling himself as best he could for defeat, a messenger boy came in with a note from Mr. Barnum, with whom the editor was on friendly terms tho they were politically opposed to each other. Mr. Barnum wanted to know what news the *Times* had from South Carolina, Florida, and Louisiana. The editor had put these in the doubtful list, and in fact considered them Democratic; but the instant he got the note he saw that the Democrats did not claim them. He stopped his presses and made a new edition claiming all these states, which gave the election to Hayes by one electoral vote. Then he hurried up to the Fifth Avenue hotel, waked up Zachariah Chandler, chairman of the national committee, and a plan was then and there laid down which had its final reward in the inauguration of Hayes. No more momentous event in this country ever hung on such a slight incident. Since then chairmen do not ask political opponents for news.

The Latest Phases of University Extension.

By PRES. EDMUND JANES JAMES, of the University of Illinois, in *The World To-Day* for November.

Within the last half century there has been in Europe, as well as in the United States, a very decided movement to extend the advantages of higher education to a greater per cent. of the young and aspiring. At the present time it is possible for any person, no matter where he may live or what his occupation may be, to obtain at his own home a valuable, tho' doubtless imperfect, substitute for advanced college and university training, at an expense comparatively trifling. Strong as this statement may appear, it is fully justified by the facts.

As early as 1845, a large number of distinguished Englishmen petitioned the University of Oxford to adopt such measures as would throw open its doors or carry its instruction to the poorer classes of the kingdom. Five years later, William Sewell, B.D., of Oxford, epitomized the trend of English thought and desire by the much quoted expression: "Tho it may be impossible to bring the masses requiring education to the university, may it not be possible to carry the university to them?" This idea, so aptly expressed, has been the prime motive of leaders in extension work ever since. Is not this general extension of teaching perfectly logical? The spirit of education, prolific and vigorous, is constantly seeking new channels of usefulness. With elementary education adequately cared for by the state, and possessing within itself the essentials of perpetuity; with higher education partially provided for by the state and by endowed institutions, but available only to those who are able to place themselves within its comparatively narrow bounds, the only logical progressive step is to bring under the influence of education, the vast numbers that have not been reached heretofore.

Many plans have been suggested, and several have been successfully established. These may be considered as of three general types. By the first type, it is sought to provide scholarships at the universities for deserving candidates. The most remarkable effort of this character was the founding of the Rhodes scholarships, which manifestly tend to the education of larger numbers of students rather than the intensification of the training of a few. The Rhodes scholarships seek the promising students, but set up one irrevocable provision against the selection of a particular class, no matter how well qualified the members of that class may be. Geographical location is given precedence over educational fitness, and this makes certain a great variety in the types of students who profit by the scholarships.

The second and third plans mentioned do not require the student to reside at the university. By the second, which is ordinarily known as university extension, centers for work are established in various parts of the country, lectures are given by members of the faculty, and classes formed for the pursuance of any desired study. The third plan still further widens the influence of the teacher by carrying his instruction to the individual, who is not compelled to meet other members of a class, or to leave his home in the preparation of his lessons or for actual recitation. This is the correspondence method of instruction, which has of recent years become of vast importance to thousands of people, especially in the United States.

Extension work and its legitimate outgrowth, correspondence instruction, are not in the least antagonistic to other educational methods; rather,

do they supplement and support resident work. Many a student who is unable to complete his course in residence, may carry it on to his own satisfaction after he has left the school; a considerable number of young people of limited means who might compass the professional college course away from home, are unable to add the preparatory years which would be necessary to fit themselves for the higher work. To the last group the preparatory correspondence courses are a boon of great value.

Perhaps the highest claim for recognition possessed by extension and correspondence teaching lies in the great number of persons that can be reached. An extension center can be established hundreds of miles from the university in any place where it is possible for the people to bear the expense. Correspondence instruction can be given everywhere at practically the same expense. A second claim for extension work is found in its adaptability to nearly all classes and conditions. The lectures and classes are attended by lawyers, doctors, ministers, teachers, tradesmen, and craftsmen. The more popular a course, the greater will be the variety of occupations represented in the audience. The number taking the work at any center is limited to the number of interested people to whom the center is accessible. The success of a correspondence course has no such limitation. It is purely personal and individual. Thus, a course in electrical engineering might fail if offered by the lecturer, because of an insufficient number of students interested in electrical engineering and within the range of a common center. The same course offered by correspondence need not be abandoned unless there were not a sufficient number interested in electrical engineering within the reach of the mails. The remarkable growth of correspondence schools is owing to this fact.

There are serious obstacles to success in teaching some subjects by correspondence, but they are gradually vanishing as the attention of determined and experienced teachers is directed toward them.

There have been two popular and erroneous notions concerning correspondence instruction: It is popularly considered inexpensive for the management and not difficult for the instructors. As a matter of fact, it is the most expensive form of instruction, because each student requires the entire time of his instructor while making the recitation, whereas, at a residence school, each pupil has but a small proportion of the instructor's time. While the fees required sometimes seem large, yet the amount of material furnished the student, and the time of the skilled instructor spent in correcting papers, fully justify a liberal charge. A recitation by correspondence is not as easy to conduct as an oral one. The instructor must read the paper submitted with greater intensity and with more discriminating judgment, as he cannot interpret what is said by the personality of the pupil who has written; his instructions must be more lucid, more comprehensive, and more sympathetic, because of the fact that his own presence will be lacking when his criticisms are read by his student.

To the pupil, however, the instruction is really inexpensive, because his wages are not lost, he pays nothing for traveling, and has no increased living expenses to meet. It cannot be said, however, that a correspondence recitation is in any sense an easy one. A great deal of writing is required, and this is laborious. There is no instruc-

tor at the side of the student to coach him or to make his recitation for him. All this might appear discouraging, but there are compensating factors in the thoroughness and accuracy with which the recitation is made, in the self-reliance that is developed, and in that quality of personal initiative which is always more pronounced in correspondence than in class-room students. It follows, of course, that lack of perseverance is as fatal in one method of study as in the other.

Some of the text-books especially prepared for correspondence work are models of conciseness and clearness. They have been written with the knowledge that an instructor would not be at hand to interpret or supplement their teaching, and have in a large measure overcome the disadvantages of such absence. While in many respects the present methods are more or less tentative, the best are being made permanent as rapidly as experience approves them, and the leaders of educational thought are now more in sympathy with correspondence instruction.

Organized professional instruction by correspondence may be said to have had its origin in Germany in 1856 in a school of languages established in Berlin. In the United States, the Chautauqua university, which grew out of the Chautauqua Literary and Scientific Circle, was the first organized effort at systematic instruction thru the mails. It was organized in 1884, and upon its faculty list appear the names of many noted instructors. William R. Harper, then of Yale university, was the principal, while among the others were James R. Robinson, professor of Latin; William E. Waters, of Greek; W. D. McClintock, of English; Richard T. Ely, of political economy; and Frederick Starr, of zoology and physical science. The university continued its successful career until 1900, when all correspondence work was closed because it had never been a success financially, owing to the smallness of the fees. Those who had so successfully carried out the plans of instruction felt less regret in giving up the work, because by that time other organizations were ready to carry it on.

So far, not many of the established colleges have taken up correspondence work. The University of Chicago was the first, and is still the most noteworthy example of what may be done. In 1904 its faculty gave 242 courses in thirty different departments, and had an enrollment of 1,744 students, who were located in every state of the Union, as well as in Canada, Mexico, Germany, Japan, Samoa, and the Hawaiian islands. No more than one-third of the work required for a degree may be done by correspondence, and only two studies may be taken at one time. No college preparatory courses are offered.

The University of Minnesota is reported to have begun the formation of a correspondence department similar to that of the University of Chicago. Theological seminaries and institutes, together with the American Institute of Sacred Literature and similar organizations, are giving correspondence instruction on religious subjects. So far has this tendency reached that in the new Religious Education Association a department of correspondence has been established.

The Armour Institute of Technology, thru its ally, the American School of Correspondence, is offering a large number of technical courses, for the successful completion of which full credit is given at the institute. It is possible for a person to prepare himself completely for the institute by means of correspondence, and a large number of ambitious young men are taking advantage of this opportunity. Pennsylvania State college has sev-

eral gratuitous correspondence courses in agriculture, and Baylor university, Waco, Texas, has a limited correspondence department. Other schools, such as the University of Wisconsin and the University of West Virginia, have undertaken the work to a limited extent in some form and abandoned it for various reasons. There are a number of smaller colleges which provide the means for the instruction of their own pupils and those who are expecting to enter.

Students of the Interstate School of Correspondence, affiliated with Northwestern university, are given full credit at the College of Liberal Arts and the Professional Schools of the University in such academic studies as they complete in a satisfactory manner. The school offers no courses in the collegiate branches, and the university gives only entrance credits.

How widespread is the interest in this new method of education may be seen from the statistics gathered by this school. Out of a thousand students, 192 are over twenty-five years of age and 351 are between the ages of twenty-one and twenty-five. An unexpected condition is also to be seen in the fact that out of the same thousand pupils, 831 are already teachers, and of these only forty-seven are graduates of normal schools. The teachers are studying by correspondence for higher equipment, which will in turn make them better teachers. The conditions under which many of them work are startling. Five hundred and eighty-six had a private room for study, while the remainder worked in the room with the rest of the family; 569 had no reference books whatever excepting those sent with the courses of study, and 655 had no access to a library, public or private. Over half of them had been out of school for more than a year, and a fourth of them for more than three years. Nearly two-thirds could give but one hour a day to study.

Besides those schools which are a part of or directly connected with a university, there are a number of private institutions that are perfectly reliable. The character of the instruction offered by them is of high order, because they have brought to their staff many of the successful teachers of the country. The International Correspondence Schools of Scranton, Pennsylvania, is the largest institution of this sort, and claims a total enrollment of some three hundred and fifty thousand students. Among others, the Sprague Law school, of Detroit, Michigan, has had a long and successful career in its peculiar sphere.

It is evident from the facts given above that the new movement for education by correspondence is becoming increasingly important, and statistics show that the work is being done very largely among the class of people who most seriously need it. If we could assume that the public schools offered sufficient opportunity for children and youth, there still remain thousands of men and women anxious to increase their education, and for them the correspondence schools, whether private institutions or connected with universities, have alike shown an adaptability to meet these new conditions which is quite beyond the possibilities of educational institutions demanding residence of their pupils. It is for this reason, if no other, that this latest phase of university extension, so unexpected fifteen years ago, demands and is receiving most careful attention from the friends of education.

Isaac Pitman & Sons, New York city, announce an event of considerable interest and importance in shorthand history, viz., the fact that the "Phonographic Teacher" has now reached its Third Million. It need hardly be said that no other shorthand text-book has had a circulation anywhere approaching this remarkable total.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending October 22, 1904.

Feeding Hungry School Children.

Dr. Macnamara, member of parliament and secretary of the National Union of Teachers of England and Wales, thinks that it is useless to attempt teaching hungry children. This nobody will deny, and we suspect there are more hungry children in our schools than even some of the teachers are aware of. "Nationally it is the most criminal profligacy to allow so many of the children of the poor to struggle into adult life as they are doing."

Dr. Macnamara sketches out his mode of dealing with hungry school children as follows:—"My plan is an adaptation of the Parisian *Cantine Scolaire* system. Year by year the municipality of Paris provides some eight millions of meals for its school children. These cost about £70,000. The sale of tokens realizes about £16,000; voluntary contributions about £14,000; and the rest—something like £40,000—comes out of the rates. Assuming that London has three times as many needy children as Paris, my scheme would cost some £120,000, or about three farthing in the £ on the rates. The question, therefore, is, shall the school rate remain at 1s. 2d. (its present level) with the certain knowledge that much of it is being thrown away because of the unfit condition of the children, or shall we make it 1s. 2½d., and thereby give young London a real chance of becoming a fit heir of Britain's greatness?"

This problem must be solved some day. If the comfortable people could only be waked up to the urgency of it. No educator in America has done as valiant work as has Dr. Macnamara in pressing forward this matter. When THE SCHOOL JOURNAL several years ago took up the agitation there were many angry protests from short-sighted people. But the seed that was sown then has sprouted, and there is hope that one great sin of the past will be wiped out.

The words written here four years ago are not yet out of date:

Time would seem to be ripe for the provision of free breakfasts in the districts where poverty reigns and prevents children from getting the one equipment necessary to rise above the misery of their surroundings. As long as there are pupils too hungry to be able to obtain the full benefit of the training and instruction offered at school, society fails to fully meet its obligations toward the submerged and is wronging itself. For education can no more do its perfect work on an empty stomach than can music on a toothache. The money spent on it is to a large extent wasted. Moreover, the unfed and underfed and malfed are apt to be the prey of dread diseases and scatter contagion abroad. The money required for feeding needy, hungry school children could be saved in a score of years from the expense of prisons and hospitals.

The chief reason for the advocacy of constant effort toward closer adjustment of differences in the educational opportunities most essential as a preparation for earning an honest livelihood is given in the fundamental law of democracy: the golden rule. We want all children to get a fair start. We want all to enter life's race unfettered. This wish must develop and deepen into a sacred duty, and that it will do when the common school idea is once fully understood.

Wherever free breakfast has been provided to hungry school children, the results have been unqualifiedly satisfactory. Take the example of Charlottenburg, Germany. Private effort, aided by a municipal grant, has in the last two years supplied warm breakfast to nearly seven hundred children on 185 days. This year the board of aldermen has again appropriated 3,000 marks for this worthy enterprise. The breakfast consists of a bowl of warm milk and two slices of bread. Children whose parents are too poor to buy food for them are first considered, next those children who are malfed. At 7:15 in the morning a patriotic women's club delivers the milk and the necessary bread or rolls to the school janitors whose good wives boil the milk. The distribution of food begins at 7:45. The gratifying effects upon the physical health of the children have been so evident that the people are heartily in favor of the continuance of the plan. In schools where the results have been systematically tabulated, the records reveal a marked influence upon the mental capacity and working energy of the children whose former listlessness was due chiefly to the lack of nourishment.

The promotion of Lewis C. Greenlee to the superintendency of Denver, which THE SCHOOL JOURNAL announced two weeks ago, appears to be giving universal satisfaction. The Denver board has acted wisely also in advancing Dr. Chadsey to the post of first assistant superintendent. Both men are absolutely reliable and sympathetic and the teachers take pleasure in co-operating with them. The term of office for both is three years and the salaries respectively five and four thousand a year. To the surprise of everybody Greenlee's election was unanimous. Not one of the host of candidates was named in opposition. Greenlee deserves it. He has labored long and faithfully as teacher, principal, and superintendent. As a schoolman he is reckoned among the safe conservatives. He is genial and helpful, and he is in vigorous health with the prospect of many years of energetic activity before him.

The plan of Dr. Maximilian P. E. Groszmann for classifying exceptional children, which was outlined by him in THE SCHOOL JOURNAL has received the hearty endorsement of leaders in the field of psychology. Prof. Cesare Lombroso, the world-renowned specialist in psychiatrics, writes this to Dr. Groszmann: "I endorse your fine plan of classification and ask you to send me a detailed statement for use in my 'Archives of Psychiatrics' (*Archivo Di Psichiatria*) and to be read also before the Congress of Psychology to be held at Rome."

Mr. Bryce as a Lecturer.

Every well-read man is acquainted with Mr. James Bryce as the writer of the "American Commonwealth" and "The Holy Roman Empire." It was a great pleasure to hear him in his lectures at Columbia, last week. Mr. Bryce has a pleasant, sympathetic, rather small face, with white beard and eyes that gleam with interest. He speaks without the slightest British accent. In fact, neither in appearance nor in manner of speech is he unlike the cultivated American. He would pass in Boston any day as a typical New England gentleman of broad education.

The lectures were open to the public, a favor which was much appreciated. It is such courteous invitations as this that render Columbia so popular in its own city. There is hardly a university in the country less criticised at home.

New York State Awards.

THE SCHOOL JOURNAL is indebted to Mr. D. M. Ellis, New York State Director of Education and Social Economy at the St. Louis Purchase Exposition, for the full list of the awards granted the Empire State by the international jury in the department of education and social economy. The list is given here in full.

Awards granted by department jury for collaborators whose work covers two or more groups.

Grand Prize.—Andrew S. Draper, Albany, New York.

Gold Medals.—Charles R. Skinner, Watertown, New York; D. M. Ellis, Rochester, N. Y.; Andrew W. Edson, New York City; William H. Maxwell, New York City.

Awards in Education.

GRAND PRIZE.

Group I.—Department of Education, administrative features. Department of Public Instruction, administrative features. Visual Instruction and Educational Map, collective exhibit. Education Department, collective exhibit. Department of Education of the City of New York, collective exhibit.

a—School system.

b—Collective exhibit of elementary grades.

c—Collective exhibit of vacation schools and evening schools.

d—Collective exhibit of manual training, drawing and domestic science.

e—Physical training and methods for atypical children.

f—Kindergartens.

g—Free lecture system.

h—Training schools.

i—Exhibit of school buildings.

GOLD MEDAL.

Group I.—Albany Board of Education, Batavia Board of Education, Ithaca Board of Education, Syracuse Board of Education, Yonkers Board of Education. Ballston and twenty-eight others—training classes, including Ballston, Cattaraugus, Clayton, Clyde, Colton, Corinth, De Ruyter, Fairport, Glens Falls, Gouverneur, Griffith institute, Springville, Hamilton, Hornellsville, Malone, North Collins, Norwich, Nunda, Ogdensburg, Oneida, Phoenix, Port Henry, Pulaski, Richfield Springs, Rushford, Salamanca, Union, Whitney Point, Johnstown and eight others—collective elementary, including Johnstown, Kingston, New Rochelle, Schenectady, Syracuse, Utica, Watertown, Watkins, Wellsville. Rural schools, Broom County and eighteen others, including Broom, Cattaraugus, Chautauqua, Chenango, Cortland, Dutchess, Herkimer, Lewis, Madison, Monroe, Nassau, Niagara, Oneida, Onondaga, Ontario, Rensselaer, Schuyler, Ulster, Washington. New York City Collective exhibit—manual training and drawing, domestic science. New York city—collective exhibit vacation schools, evening schools. New York city—collective exhibit physical training, methods for atypical children. Collaborators: William A. Wadsworth, improvement of school grounds; Dr. Luther H. Gulick, physical training.

SILVER MEDAL.

Group I.—Froebel Normal Institute—for kindergartens, Jamestown board of education. Collaborators: Theodore C. Hailes, education map; John Kennedy, superintendent, Batavia, N. Y. Collaborators, New York city: James P. Haney, manual training; Mrs. Anna L. Jessup, sewing; Mrs. Mary E. Williams, cooking; Evangeline E. Whitney, vacation schools; Matthew J. Elgas, evening schools; C. B. J. Snyder, facade.

GRAND PRIZE.

Group II.—Louisiana Purchase Exposition Commission State of New York—group exhibit; Education department, City of New York; Education Department State of New York, Albany, New York.

GOLD MEDAL.

Group II.—Board of Education, Albany; Board of Education, Ithaca; Board of Education, Yonkers; Board of Education, Buffalo and others, collective exhibit, including Master Park High School, Buffalo, and high schools at Syracuse, Utica, Cortland, Salamanca, East Aurora, St. Patrick's Academy, Catskill; Education Department, City of New York; Commercial High School, State Normal School, New Paltz, Normal Schools at Brockport and others, collective exhibit, including Brockport, Buffalo, Cortland, Fredonia, Genesee, New Paltz, Jamaica, Oneonta, Oswego, Plattsburgh, Potsdam, Training School, Education Department, City of New York; Training Schools, Buffalo and others, collective exhibit, including Buffalo, Cohoes, Elmira, Kingston, Syracuse, Watertown, Utica; Education Department, City of New York, manual training; Board of Education, Jamestown; Board of Education, Batavia; Louisiana Purchase Exposition Commission, New York State; education map: Normal School, Fredonia—new building.

GOLD MEDALS TO COLLABORATORS.

J. Russell Parsons, Jr., Albany, N. Y.; Myron T. Scudder,

New Paltz, N. Y.; A. T. Marble, New York; Frank D. Noynton, Ithaca, N. Y.; F. B. Palmer, Fredonia, N. Y.

SILVER MEDAL TO COLLABORATORS.

Group II.—James P. Haney, New York City.

BRONZE MEDAL.

Group II.—Beek Literary Society, Albany Academy, Albany, N. Y.; "Clarion," East Side High School, Rochester, New York.

GRAND PRIZE.

Group III.—Columbia University, New York—general exhibit; Cornell University, Ithaca—general exhibit; Education Department, State of New York—general exhibit; Rensselaer Polytechnic Institute, Troy—general exhibit; State Library, Albany, N. Y.; University of the State of New York, Albany—general exhibit; Vassar College, Poughkeepsie; general exhibit.

GOLD MEDAL.

Group III.—Special Exhibit of Teachers' College, Columbia University, New York City; Special Exhibit of Department of Botany, Columbia University, New York City; Special Exhibit in Mines and Metallurgy, Columbia University, New York City; Relief Map, Protestant College at Bierut, Syria; Rev. D. Stuart Dodge, Hotel Ansonia, New York City; Special Exhibit of Polytechnic Department, Pratt Institute, Brooklyn; Syracuse University, Syracuse, New York, general exhibit; Special Exhibit of Astronomical Department, Hobart College, Geneva; State Normal College, Albany; New York University, New York City; James Russell Parsons, Jr., Albany, N. Y., Monograph; James McKeen Cattell, Columbia University, Monograph; Edward Delevan Perry, Columbia University, Monograph; Melvil Dewey, Albany, N. Y.; Kny-Scheerer Co., New York City, Medical College. Operating tables and hospital appliances.

SILVER MEDAL.

Group III.—Collegiate University, Hamilton. General exhibit; Cornell University, Ithaca. Special exhibit of water color sketches; Cornell University. Special exhibit of Sibley College; Louisiana Purchase Exposition Commission, State of New York. Special exhibit of state map; Manhattan College, New York City, general exhibit.

BRONZE MEDAL.

Group III.—Columbia University, New York City. Special exhibit of Department of Indo-Iranian Languages; Hobart College, Geneva, General exhibit; Thomas S. Clarkson, Memorial School of Technology, Potsdam. General exhibit.

GRAND PRIZE.

Group IV.—Pratt Institute of New York. Art department.

GOLD MEDAL.

Group IV.—New York School of Applied Design for Women, New York City.

SILVER MEDAL.

Group IV.—State School of Clay Working and Ceramics, Alfred, N. Y.

BRONZE MEDAL.

Group IV.—Syracuse University, School of Fine Arts; Mademoiselle Veltin, School of Fine Arts for Young Ladies, New York City.

GRAND PRIZE.

Group V.—Education Department, State Museum Division. Publications, statistics, charts and scientific discoveries.

GOLD MEDAL.

Group V.—New York Agricultural Experiment Station. Investigations on milk. Cornell University. Exhibit of root crops. New York Agricultural Experiment Station. Curting and paraffining cheese. New York Agricultural Experiment Station. Commercial feeding stuffs. Cornell University. Department of Botany. Apparatus for photographing, Kny-Scheerer Co., New York City. Biological preparations, biological and anatomical models.

SILVER MEDAL.

Group V.—Cornell University Agricultural Experiment Station. Poultry Breeding.

BRONZE MEDAL.

Group V.—Cornell University. Insects. New York Agricultural Experiment Station. Investigations on rusty spots in cheese. New York Experiment Station. Wax model showing scale.

GOLD MEDAL.

Group VI.—Albany Business College.

SILVER MEDAL.

Group VI.—Manhattan Trade School for Girls, New York City; Education Department State of New York. Indian Schools. Collaborator: S. E. Bartow, Albany Business College.

BRONZE MEDAL.

Group VI.—New York Trade School.

(To be concluded next week.)

Massachusetts Civic League.

ITS WORK AND OBJECT.

The object of the Massachusetts Civic League is to contribute to the formation of a strong, united, and effective purpose among the forces working for the improvement of social conditions in Massachusetts, by concentrating attention and effort upon definite and important measures. Toward the carrying out of this object the League has worked upon two principal lines:

The concentrating of public opinion in the state upon desirable legislative measures, securing thereby the enactment of a number of such measures.

Arousing interest in cities and towns upon matters of local importance.

LOCAL WORK.

In the line of local work the most important thing that the League has done has been the formation, in April, 1904, of the Massachusetts Conference for Town and Village Betterment, the first organization of the kind in the country. The first outcome of the conference was a most interesting meeting of a large number of delegates from local societies in all parts of the state. The League is now actively planning to co-operate with the executive committee of the conference by sending out leaflets, preparing lantern slides, and making a list of lectures, on the subjects in which local organizations of citizens are likely to be especially interested. Leaflets at present in preparation are:—Town and Village Landscape, by Frederick Law Olmsted, Jr., Public Buildings, by J. Randolph Coolidge, Jr., An account of "Children's Labor and Prize Day" at Ashfield, by Charles Eliot Norton, and "The School that made a Town" from "The Rebuilding of Old Commonwealths," by Walter H. Page; and a photographic prize contest has been arranged, which should furnish good material for lantern slides. During the past winter two leaflets were sent to members and local organizations: one explaining the most available methods for the abatement of the advertising nuisance and stating the law upon that subject; the other upon the work-test for tramps and vagrants.

In one important branch of local work, the League has maintained an object-lesson of its own. As the result of a careful study of the causes of juvenile law-breaking in Boston and of the local system of public baths and playgrounds, it started in 1900, and has since maintained, a model playground in the city. This playground has been influential in stimulating and directing the movement in Boston, and has achieved a reputation as a model playground, as is shown by the seeking of advice from our playground committee by park commissioners and others in charge of playgrounds in New York, Chicago, Philadelphia, Pittsburg, St. Paul, and many other cities and towns.

The playground committee in 1901 successfully protested against the building of the great Norman street school without a playground, and against putting a speedway on Franklin Field; and it helped to secure the three-acre playground, opened in 1904, in Ward IX. A much modified speedway proposition has succeeded in 1904 against its protest.

LEGISLATION.

Hitherto, however, the most important part of the league's work has been in the matter of securing legislation and defeating objectionable measures. In this direction its more important achievements have been as follows:—

In 1897, the year of its formation, and the following year, the league worked for the division of the State Board of Lunacy and Charity (as it then was) into a Board of Charity, a Board of Insanity, and a Department for Children,—such division being among the principal recommendations of the commission appointed by Governor Wolcott, to support the report of which the League was originally formed.

In 1898 the State Board of Insanity was created, while the Department for Children was defeated by a tie vote after one of the liveliest campaigns the legislature has ever seen.

In 1899 the bill providing for taking the insane from almshouses and caring for them in the regular state hospitals, which the League had also strenuously supported, followed as a result of the creation of the State Board of Insanity and of the awakened interest of the medical profession.

In 1900 the League defeated an attempt to abolish the Board of Trustees of the Children's Institutions of the City of Boston and to substitute in its place a single paid commissioner. It successfully opposed a parallel measure aimed at the Pauper Institutions Trustees in 1904.

In 1902, the attention of its Governing Committee having been called to evils connected with the newsboy business in Boston, the League called together the most experienced workers with boys in the city, framed a bill transferring the licensing of newsboys from the Board of Aldermen to the School Committee, and, against great and persistent opposition, secured its enactment.

The main features of this law were the next year copied in the New York Statute which has become the standard adopted by the Consumers' League to urge upon the other States throughout the country.

In 1903 the League took up the question of the advertising nuisance, got together a committee of leading landscape experts with Frederick Law Olmstead as chairman, and introduced a bill giving to Park Commissioners throughout the commonwealth the power to make reasonable regulations in regard to signs and posters near to and visible from parks and parkways and appealed to the village improvement and other local organizations of public spirited citizens for support. Altho this same matter had been agitated by other organizations and individuals for the five years previous, and had only once in that period secured a favorable report from the committee to which the matter was referred, the efforts of the League secured a unanimous report from the committee on Metropolitan affairs and the bill passed thru both houses without the necessity of a roll-call (Acts of 1903, Chapter 158).

The passage of this bill was referred to at the next annual meeting of the American Park and Outdoor Art Association as "the most important step in advance of which the committee (on checking the abuses of public advertising) has learned this year," and the famous English "Scapa" ("Society for Checking the Abuses of Public Advertising") spoke of the law as being, next to the Prussian act, the best provision of the sort which had come to their notice: and sent a copy of it to their legislative agent with a view to introducing a similar measure in the House of Commons.

In 1903 the League appointed a committee to study the question of vagrancy, which secured some improvement in the administration of the tramp laws in Boston. The matter was taken up, at the instance of members of the League's committee, at the State Conference of Charities in November of that year. A committee, made up largely of members of the League's committee, was formed at the conference and introduced in the legislature of 1904 three bills which form a part of a comprehensive system for dealing with the tramp problem in Massachusetts. These bills were taken up by the League and all three were passed (Acts and Resolves of 1904, Chapters 241, 242, and 318), putting Massachusetts again at the head of the column in this matter. The help of many local organizations was called for in securing this result, the work of the Women's Clubs, headed by their State Federation, being especially effective.

In 1904 the League was also active in securing the passage of a bill extending the provisions of the law limiting the hours of women and children in stores to fifty-eight hours a week so as to include the month of December. The bill had been recommended by the commission on the Relations of Employer and Employee, appointed by Governor Bates in 1903, and had the effective support of the Consumers' League. It was adversely reported by the committee to which it was referred, but after a specially urgent circular had been sent out to all the members of the Civic League, giving reasons for supporting the measure, there was a marked change in sentiment, and the bill passed the Senate, which was considered the stronghold of the opposition, by a vote of 20 to 9 (Acts and Resolves of 1904, Chapter 397).

The League's counsel also assisted in the passage of a resolve to provide for an investigation as to sanitary and other conditions affecting employees in factories and other establishments (Acts and Resolves, Chapter 99), and a resolve to authorize the State Board of Education to investigate and report upon the desirability of increasing the age of compulsory school attendance (Acts and Resolves, Chapter 80).

In 1904, also, the League supported the bill for the creation of the office of state forester, introduced by the Governor in his message and ably supported by the Massachusetts Forestry Association. The bill was reported by the Committee on Agriculture in a form in which its best friends did not desire its passage, but the League's counsel secured the required amendment and the bill was passed (Acts and Resolves, Chapter 409).

In this same year the League was of assistance in securing an appropriation of five thousand dollars in behalf of the adult blind (Acts and Resolves, Chapter 20); and was of considerable (perhaps essential) service in securing the passage of the bill to restrict the height of buildings in the residential parts of Boston to eighty feet.

In all of its legislative work the League has never contented itself with merely seeing that a bill is passed. Much work accordingly has been done and more remains to be done by our Newsboy committee, our Bill-Board committee, and our committee on Tramps and Wayfarers in the way of agitation for the due enforcement of the laws whose passage they helped to secure.

As a part of the League's work in behalf of good bills introduced by other people, and for the defeat of the bad ones, its secretary annually examines the entire list of bills introduced at the State House, and all that might seem to call for action are carefully considered. No action is taken by the League until its committees have passed upon the matter and the proper experts have been consulted.

That these legislative matters are of more than local importance is evidenced by the remark of Mrs. Florence Kelley, national secretary of the Consumers' League, to an officer of our league at the Portland Conference of Charities and Correction:—"In matters of progressive legislation we look

to Massachusetts. It is a habit all over the country to do so. An equally good law passed elsewhere has comparatively little educational effect."

The subjects of legislation dealt with by the league cover a wide range, but not wider than the legitimate interests of citizenship. Its constant resort to the advice and co-operation of experts guards against ill-considered action, while the League's success in securing legislation where more specialized bodies had failed shows that its appeal to public spirited citizens as such is not an unsuccessful one as regards the immediate object. Immediate success, however, is not so important as the permanent and cumulative effect, already ob-

servable, of getting public spirited citizens throughout the Commonwealth into the habit of working together for concrete and definite measures of social improvement and of considering that what the Commonwealth of Massachusetts does in the way of legislation is of concern to them. The net result will be the building up of a public purpose thru the organized and systematic expression of which further and progressively more important results may in the future be secured.

EDWARD CUMMINGS, President,
JOSEPH LEE, Vice-president,
EDWARD T. HARTMAN, Secretary,
14 Beacon Street, Boston.

Notes of New Books.

The Simple Life.—This volume is a translation from the French, preceded by a biographical sketch by Grace King. The author, Dr. Charles Wagner, attempts a most righteous task in proposing simplicity as an aim in this complex life of ours. He is a very original writer, and is held in high esteem as one who has something valuable to say. He cheers, warns, encourages, chides, and lifts his readers along. He recognizes the existence of a moral distress, and proposes a remedy. He believes that society can be re-modeled; he practically has aided in forming circles or centers of influence to establish good will among people in all positions. That is indeed a laudable object. Take the case of a young man with money; can we persuade him to live simply and spend what he does not need in lifting others to a higher platform? This is his aim. Let it be hoped that many will join in the effort. (McClure, Phillips & Co.)

Our Bodies and How We Live.—This is a revision of a book that twenty years ago was received by teachers with much favor. The intent of the author has been to bring the book into full touch with the latest and best scientific thought. The book formerly had many special features of extreme value; these have been retained and others added, so that in the moderate compass of about 300 pages the important facts relative to our bodily life are stated clearly, interestingly, and tersely. Some practical experiments are added, and many most wise suggestions are made relative to practice, so that it becomes a text-book of rare value. (Ginn & Co.)

The Educational Music Course. Teachers' edition for elementary grades.—This handsome volume presents a comprehensive and practical plan for training and developing the child voice; it gives a collection of superior rate songs for use in the first three school years; it contains an appendix of the songs of the great masters; these are invaluable aids for the teacher. The entire collection is one most worthy of praise in all its aspects. An entire page would be required to set forth all its excellencies; nothing seems to be left out that would aid the teacher. The authors James M. McLoughlin and W. W. Gilchrist are widely known to the musical public. (Ginn & Co.)

English and Scottish Popular Ballads.—This volume of over 650 pages contains a priceless collection drawn from the materials possessed by Francis James Childs; 305 are presented here by Helen C. Sargent and Geo. Q. Kittredge, with valuable notes. The introduction is itself extremely valuable; it discusses the origin and use of the ballad. Some are historical. The Iliad is really a ballad though of greater dignity than the ones usually kept before one as a model. As a store house of all the treasured ballads in England and Scotland, this book will be found of rare value. The collection begins with one sung in 1450, thus nearly five centuries are represented. (Houghton, Mifflin & Company. Price, \$3.00.)

Letters from England.—This volume contains the letters written in 1846-9 by Mrs. George Bancroft, with portraits and views. Miss Elizabeth Davis in 1838 married George Bancroft, the historian, who in 1846 was our minister to England. Most of the letters are in the form of a diary, and were addressed to immediate relatives; but owing to the standing of Mr. Bancroft as a man of letters, the writer saw London life under a variety of interesting aspects. (Charles Scribner's Sons.)

Twelve Christmas Stories, by Charles Dickens.—The editor well says, "To have made the acquaintance of the characters of Charles Dickens in youth is to have formed life-long friendships, and to have established a free treasury of mirth." (American Book Co.)

The Tempest, with notes by William J. Rolfe, and illustrated in a handy form for school use. No one is more capable than Mr. Rolfe for editing a play of Shakespeare's. (American Book Company.)

The Story of a Short Life, by Juliana Horatia Ewing, is one of the Canterbury Classics series; its aim is to give children suitable literature; to cultivate the memory, imagination, and reasoning force. It is edited by Sarah C. Brooks. (Rand, McNally & Co.)

King Arthur and His Knights is the title of a small volume that cannot but interest our young people. As long as the English language is spoken there will be an interest in the people and times here portrayed. As to the existence of this king there is good historic ground for belief, and Miss Maude L. Radford has selected with good taste from Malory and Tennyson matters relating to the sword Excalibur, the Princess Guinevere, Sir Lancelot, and others; especially giving prominence to the search for the Holy Grail. It is well illustrated and will be a helpful reading book. (Rand, McNally & Co.)

In Search of the Unknown.—This volume is a unique and diverting story of the strange adventures of a learned professor who is on the track of some entirely new facts, with which he intends to astonish the world. This seems very simple; the complication is that he has an assistant who falls in love with the servant girls he meets, and these love affairs unlooked for develop and bring annoyance to the professor. Mr. R. W. Chambers is in his element when the winds blow up queer events; he is quite able to guide the ship as will be seen. (Harper & Brothers.)

Timber Lew, the Circus Boy, or the Battle of Life, by Edward S. Ellis.—We have had occasion to review a number of Mr. Ellis' writings, and have said that a feature of the literature he produces is, that it does not harm the reader. (We wish we could say this of much similar literature for so much leave results like a prairie fire.) There is a great demand for stories of real life, or founded on real life, or employing the incidents of real life. Mr. Ellis is very happy in supplying such incidents and thus produces a book the boys enjoy greatly. We do not see that his power of vivid portrayal at all diminishes. (Henry T. Coates & Co.)

The Singular Miss Smith, by Florence M. Kingsley. —This author is not unknown to the public; the materials in this volume appeared in the "Saturday Evening Post," and proved so popular that they have been republished with handsome illustrations. The chapters then hurriedly read made more than an ordinary impression, and the perusal of them combined gives the idea that the facile pen has the elements of real genius behind it. The tale is not deep, but the characters are well sketched, and it is not hard to believe the writer may do some quite serious work; certainly she has succeeded in obtaining a hearing already. (The Macmillan Company.)

Aladdin & Co.—Here we have a romance of Yankee magic. Here we have a book of over 300 pages full of audacious imaginations about the "booming" of a town; it is full of talk about rapid wealth getting, but not wholly that; there are some characters that are exceedingly well drawn. Among the 25 more or less portrayed, there are some that stand out exceedingly distinct, almost as if one knew them. It is hard to point out another book just like this, because it is really quite original and fresh. (Henry Holt & Co.)

A Second Book for Non-English Speaking People.—This is in answer to a real demand. Teachers have felt themselves hampered by having put on their hands for teaching Italian children the usual First or Second Reader. It is to aid such teachers this book has been devised by W. L. Harrington and Agnes C. Moore of Boston, as the result of twelve years of experience in teaching foreign children. The English used is based on the interests of the pupil and his need of expression. The introduction gives clear and serviceable directions for using the volume. (D. C. Heath & Co.)

Webster's New Standard Dictionary is the title of a handsome book that will prove just the thing for school use. The vocabulary is very complete for a book of this size and the words to be defined printed in full-face type of so pronounced a character that there is little difficulty in finding the right word. The type is exceptionally clear, the definitions are concise and comprehensive, pronunciation marked for every word, etymology made interesting by giving the meaning of the root-word where it is not self-explanatory, synonyms well selected and amplified by cross references. The vocabulary words are printed with a capital initial only when required, and the irregular plurals and verb forms are spelled out, all of which is exceedingly helpful to the student, busi-

ness man, or writer. At the end of the dictionary proper follows a remarkable number of encyclopedic features: Dictionaries of biography, geography, biblical and classical names, musical terms, abbreviations, foreign phrases, metric system tables, and a page on proofreading.

The book has a handsome half-leather binding with an appropriate design, pressed in gold; on lifting the cover, richly tinted endsheets greet the eye, bearing the seals of all the United States and territories; the frontispiece, which represents the muse of learning, is a work of art in colors and prepares the mind for many other beautiful, full-page, colored illustrations of great educational value. The human races, according to Huxley, are presented on a finely executed double-page plate in beautiful color work, showing at a glance the various principal types of man. A two-page map in six colors gives the boundary line of the original thirteen states, the Louisiana Purchase, &c., and the new possessions. Precious stones and ores are shown in their natural brilliant hues, also the flags of the nations: but the most meritorious of all the colored work seems to be that of the sun spectrum and other spectra, which is seldom seen in such perfection. It is happily combined with a special graphic lesson on primary, complementary colors, their combinations, and a polychromatic scale. Nineteen full-page cuts illustrate the different styles of architecture, columns, lace, human features, skeleton, worms, beetles, etc., and there are portraits of all the presidents and of an equal number of world-famous men. The smaller text etchings are very numerous, carefully selected, and well executed. (Laird & Lee, Chicago. Price, \$1.50.)

Tangledom is a volume of charades, enigmas, problems, riddles, and transformations by Charles Rollin Ballard ("Nillor"). Between the covers of this little book is material enough to keep those fond of guessing riddles busy for many an hour. The charades and other puzzles in *Tangledom* are in rhyme. All are well expressed and some show the literary quality in a high degree. In the appendix the author has given some hints as to the solutions. (De Wolfe, Fisk & Company, Boston. Price, 75 cents.)

A book of interest to the primary teacher is *Spelling and Word Building*, by Eugene Bouton, superintendent of schools, Pittsfield, Massachusetts. Thru attractive pictures an effort is made to fasten the child's attention upon the page unconsciously, and by presenting words under their phonetic aspect, to enable him not merely to learn those words, but to read other words at sight. (University Publishing Co., New York.)

Rational Home Gymnastics, for the "well" and the "sick," with health-points on walking and bicycling, and the use of water and massage, by Hartvig Nissen, with illustrations of exercises for women, contributed by Baroness Rose Posse. No subject could be of more importance to the average man or woman than the one treated in this book, for it shows in a rational way how to improve the health, and without health all the good things in life are bestowed in vain. Mr. Nissen in these pages gives the result of his twenty years' experience in teaching gymnastics, and very valuable experience it has been. He shows that, in order to take the proper exercise in the home, it is not necessary to have a lot of expensive apparatus. Baroness Posse continues the subjects on the same lines in her exercises for women, and both parts of the book are illustrated by handsome half-tone plates. (E. H. Bacon & Company, 8 Beacon Street, Boston. Price, \$1.00.)

German Language Texts.

By Prof. Paul Grumann, University of Nebraska.

Heimatklang, von E. Werner. Edited with notes and vocabulary. By Marian P. Whitney, Ph. D., teacher in the New Haven high school.—Altho there is no scarcity of easy German texts for beginners, this little novel by Elizabeth Burstenbinder (E. Werner pseudonym) will commend itself on account of its portrayal of the spirit of the Danish war. Miss Whitney's notes are limited to six pages, but the vocabulary is more complete, and much more satisfactory than that of most school texts. (Henry Holt & Co., New York.)

Goethes Das Märchen. Edited with introduction, notes, vocabulary, and conversational exercises, by Chas. A. Eggert, Ph. D., formerly professor of the German language and literature in the University of Iowa.—This fairy tale, so characteristic of Goethe's style, is taken from *Unterhaltungen deutscher Ausgewanderten*, and is edited for the purpose of introducing the student to German prose, particularly of the classical period. The conversational exercises, comprising seven pages, are introduced by a brief statement on the order of the German verb. A brief resume of Goethe's most important works is given in the introduction. (D. C. Heath & Company, Boston.)

Pole Poppenspäler von Theodor Storm, with introduction, notes, and vocabulary. By Dr. Wilhelm Bernhardt.—Teachers who have read *Immensee* and *In St. Jürgen* with their students will be pleased to have another novel by Storm added to the available list. *Pole Poppenspäler* (Paul

der Puppenspieler) is the last and by some considered the best of the author's stories and is particularly appropriate for high school work. The notes and vocabulary have been prepared with great care. (D. C. Heath & Company, Boston.)

Die Chemie im Täglichen Leben, von Prof. Dr. Lassar-Cohn. Abridged and edited with notes and an introduction on German chemical nomenclature, by Neil C. Brooks, Ph.D., assistant professor of German, University of Illinois.—It would be difficult to find better reading matter for science students than is offered in this edition. The editor has greatly facilitated the work of the teacher by a short introduction on German chemical nomenclature. The notes are quite carefully prepared, but are too narrowly limited to the needs of the translator rather than the student who seeks an insight into the German terms. (D. C. Heath & Company, Boston.)

Das Habichtsfraulein, von Rudolph Baumbach. With introduction, notes, vocabulary, and material for conversational exercises in German. By Dr. Wilhelm Bernhardt.—The entertaining style and graceful humor of Baumbach make his stories welcome to the teacher and student. The material for conversational drill consists of eight pages of questions placed after the notes, and an outline for work in German composition based upon the text. In the introduction Dr. Bernhardt gives a brief account of the rise of the *Dorfgeschichte* in Germany and ranks Baumbach with Rosegger in this field. (D. C. Heath & Company, Boston.)

Robinson der Jüngere, von Joachim Heinrich Campe. Abridged and edited with notes and vocabulary. By C. H. Ibershoff, teacher of German, Detroit University school. The editor has abridged the popular German Crusoe by reducing it to one hundred and twelve pages, and bringing it within the scope adapted to class-room purposes. The book is particularly suited to its purpose on account of the nature of the things which are discussed, and the vocabulary that is employed is especially in accordance with the student's experience. The notes are intended almost solely to facilitate translation. (D. C. Heath & Co., Boston.)

Das Gymnasium zu Stolpenburg, von Hans Hoffmann. Edited with introduction, notes, and vocabulary by Valentin Buehner, teacher of modern languages, high school, San Jose, Cal.—The editor has made available the stories, "Die Handschrift A," and "Erfüllter Beruf" from Hoffmann's "Gymnasium zu Stolpenburg." The edition will prove to be a most welcome one on account of the insight which the stories give into German life and character. The notes are not only carefully prepared, but show an insight into the real needs of the student, by going beyond the mere requirements for translation to the causes of peculiarities discussed. (D. C. Heath & Co., Boston.)

Entwickelungslehre von Dr. Franz v. Wagner. With notes and vocabulary by Arthur S. Wright, professor of modern languages in the Case School of Applied Science.—The editor has chosen forty-four pages of Dr. Franz Wagner's *Tieskunde (Samm lung Göschens)* in which the doctrine of evolution is discussed. The book will be a welcome addition to the growing number of texts edited for science students, especially because the subject matter is of vital interest and the subject is well presented. The notes, which are unusually satisfactory, contain a special discussion of participial constructions, which are particularly important in German of a technical nature. The vocabulary is practically limited to scientific terms. (D. C. Heath & Co., Boston.)

Elementary German for Sight Translation, by R. Clyde Ford, Ph. D., professor of French and German in the Michigan state normal college, Ypsilanti.—In addition to other advantages sight translation helps to emancipate the student from a slavish use of the dictionary, a practice which is unduly fostered by the prevalent translation method. Professor Ford offers forty-three pages of easy reading matter with this end in view. The foot notes are intended especially for students who may use the text as a regular reader. The treatment of German compounds in these notes is especially satisfactory. (Ginn & Co., Boston. Price 25 cts.)

A Chronology and Practical Bibliography of Modern German Literature. Compiled by John Scholte Nollen, professor of German in Indiana university.—Students of German literature will find Professor Nollen's volume a very helpful book of reference. The work has been done with great care and as successfully as a single man can probably perform such a task. In minor details the selections which have been made are not always truly representative, but nothing short of extensive co-operation of scholars could obviate such a result. The attempt to sum up the importance and character of a work in a few lines has not in all cases been successful for the same reason. (Scott, Foresman & Co., Chicago.)

After the grip, pneumonia, or typhoid fever, take Hood's Sarsaparilla—it restores health and strength.

In and About New York City.

The Schoolmasters' Association of New York and vicinity met at the New York university building, Washington square, on October 8, and discussed the status of amateur athletics in the schools.

On October 15, the pedagogical society, Pi Alpha, tendered a reception to the faculty and students of the New York University School of Pedagogy, in the University Building at Washington square. Dean Balliet and Mrs. Balliet were the guests of honor.

The members of the board of education and its officials gave a dinner on October 12, to Mr. Jacob W. Mack, who resigned as a commissioner of education a few weeks ago. The dinner was given at the Hotel Astor, and about seventy-five were present. Besides members of the board, City Superintendent Maxwell and Dr. Thomas Hunter, president of the Normal college, were among the number. Mr. Mack sailed for Europe on October 14.

Commissioner P. F. McGowan of the board of education visited the girls' technical high school on October 12, and after inspecting the school, made a pleasant address to the pupils. Mr. McGowan was accompanied by Inspector Charles N. Cobb of the regents' office at Albany, who also spoke to the girls briefly.

Prof. L. J. Tompkins, of the University of the City of New York, is the Democratic candidate for the assembly from the fifth district of New York county, which lies around Washington Square.

Two new libraries under the Carnegie endowment are soon to be built in the city, one at 209 and 211 west Twenty-third street, and the other in Leroy street, St. John's Park.

At the last meeting of the Women Principals' association of Manhattan and the Bronx, a resolution was adopted stating that, in the opinion of the principals, cord, raffia work, etc., should be considered separately from drawing and construction work.

The first regular meeting of the Principals' Club for the season was held at the Tuxedo on the evening of Oct. 7. The discussion was over the relief from part time classes. The next meeting will be held in November, probably at the Hotel Astor, when a speaker of special prominence will address the club.

On October 17 and 18, the board of examiners held examinations for teachers in the high schools.

There will be a written examination of applicants for licenses as teachers of German in the elementary schools of New York City on November 21, at the Hall of Education, beginning at 9:30 a.m. An oral examination will be held at the call of the board of examiners.

President Finley of the College of the City of New York was one of the speakers at the farewell banquet given at the Waldorf-Astoria on October 13, to the Archbishop of Canterbury.

The committee on elementary schools of the board of education held a long meeting on the night of October 7. The Ettinger plan, proposed by the mayor in his letter, as a solution of the part time problem, was not favored. It was resolved to call a special meeting of the board for October 17, to consider the question of the part time in all its phases.

How Many Seats Are There?

Superintendent Snyder of the building bureau of the department of education, does not agree with Superintendent Maxwell's figuring as to the school sittings.

Dr. Maxwell says that the children outnumber the available sittings by 25,000. The sittings he places at 538,000.

Mr. Snyder says that Dr. Maxwell announced in his annual report published early in 1903, that there were 505,000 sittings. Mr. Snyder says further that Chairman Adams of the committee on buildings reported to the mayor that between January and June last 33,000 sittings were added. Mr. Snyder opened 16,200 himself on Sept. 12, and he knows that 18,000 more have been opened since June. Therefore he calculates that the available seats must amount to 572,000, not 538,000, as Superintendent Maxwell asserts.

The Evening Schools.

District Superintendent Elgas, who is in charge of the evening schools, held a conference of the principals of those schools on Oct. 8. He urged the principals to exercise great care in admitting pupils, particularly those between the ages of fourteen and sixteen years, and reminded the principals that no one should be allowed in the evening schools who could attend a day school.

Mr. Elgas pointed out the judgment that should be used in the organization of adult classes, foreigners educated in their own tongue abroad but ignorant of English resenting being placed in the same class with illiterates. The principals were asked to see that there was opportunity for physical exercise once or twice every evening.

Interborough Council.

The Interborough Council held a meeting on Oct. 12, or rather it held two meetings, one being the adjourned meeting of June, and the other the regular fall assembling.

President Gross called the session to order, forty-four delegates from the borough teachers' associations being present.

Principal Conroy of Manhattan nominated president Lyman Best, of the Brooklyn Teachers' association, and the nomination was seconded by President Dewey of the Brooklyn Principals' association. Mr. Best was elected.

The other officers chosen were: vice-president, president Isaac N. Failor of the Queens Teachers' association; secretary, E. D. Stryker, of the New York City Teachers' association; treasurer, principal J. J. Sheppard, of the High School of Commerce. On motion of Mr. Timmons of Manhattan, a vote of thanks was offered to Mr. Gross for his services in the president's chair during the trying first year's existence of the council.

The Kinds of Teachers Needed.

The Teachers' college has issued a report showing what salaries prospective teachers may expect to receive after having completed a full preparatory course. Specialized training, it is remarked, is now required by all schools of a high grade. The following are the estimated range of salaries:

Domestic Science—Elementary schools, \$600 to \$1200; high schools, \$800 to \$1500; colleges and universities, \$1000 to \$2000; industrial and settlement work, \$600 to \$700.

Elementary education—Manual schools, \$700 to \$1200; principals of towns and city schools, \$800 to \$3500; advanced positions, \$3500 up.

Kindergartens—\$500 to \$1200. Latin and Greek, \$600 to \$1800, mathematics, men, \$1000 to \$3000; women, \$800 to \$1600.

Manual training—\$800 to \$1000, with experience, \$1000 to \$1500; women, elementary and normal schools, \$600 to \$800, supervisory work, \$800 to \$1200.

Physical science—\$800 to \$3000.

The demand for teachers of biological sciences is increasing. In spite of the large number of graduates who specialize in English, the demand from academies, fitting schools, and high schools is greater than the supply. Colleges are emphasizing this study, and demand better preparation.

Good teachers of German are much desired by high schools and academies, and by colleges for their elementary classes. First class teachers of music are in demand by high grade schools, and the demand is growing. There is also an increasing demand for high school teachers of science who can supervise the elementary work in nature study. There is in addition a request for specialists in the field of physical education.

Children's Peace Congress.

Two delegates from each graduating class in all the elementary schools and two also from each class in the different high schools attended a meeting of the International Peace Congress in the Hall of Education on the afternoon of October 13. A goodly sight were these delegates. Two thousand in number, they filled the large hall and held overflow meetings in the adjoining rooms.

Those hundreds of healthy, eager, intelligent faces would have been an inspiration to speakers far less enthusiastic than are the members of the Peace congress. With great decorum they waited in their seats, only breaking out occasionally in the harmless exuberance of a high school yell. A crowd generally raises very mingled feelings in those who can survey it from a vantage ground, and one frequently goes away from the most famous or influential gathering with a shadow of melancholy, but the sight from the platform in the Hall of Education could not help but be a tonic. All the corruptions of polities and of business, all the decadencies of literature and the press, all the evils that afflict our social life seemed slight and unimportant when one looked over those rows of wholesome, candid, impressionable faces. A country where boys and girls look as those boys and girls looked cannot be going to any disastrous future. If the average American school child was correctly represented in the healthy, clear-cut, and frank countenances that one saw in that hall on that afternoon, then it will be well when the generation now in the school-room comes into its heritage.

No disrespect is meant to the speakers on that occasion by the assertion that it was the audience rather than the orators that impressed one with the futility of a reliance solely upon armored war-ships and maneuvering battalions. There in the gathering itself lay, in no mere rhetorical sense, a strength upon which one felt that the country and civilization could safely lean. And yet one also felt all honor to those who are striving, that those young faces grow stronger, as they will in the passage of years, they shall retain those qualities which so charmed and made hopeful an onlooker that day.

In the absence of Superintendent Maxwell, who had been called out of town, Vice-president Babbott of the board of education, presided and introduced the speakers. An address of welcome was made by President Finley of the College of the City of New York, and the first speaker of the congress' members was Miss Dunhill of India, who spoke in her native costume. She told the children of certain evil conditions in her India that needed much a remedy.

Mr. G. H. Perris, of the Cobden society of England, pointed out to the school delegates the fallacy of certain current

excuses for war, and the Baroness Bertha von Suttner of Austria, authoress of the much read book in Europe "Lay Down Your Arms," made a most eloquent plea for the substitution of the heroes of peace upon the lofty dais which has hitherto been almost exclusively usurped by the militant figures of the past. The songs on the program, particularly "America," were sung with a force and freshness delightful to hear. Altogether one felt well comforted with the world as one went out into the evening. The power of the future seems to be descending into worthy hands.

St. James Semi-Centennial.

The parochial school of St. James Roman Catholic church, New Bowery and James street, began the celebration of the completion of fifty years of its history on Sunday, October 9, with a solemn pontifical mass in the parish church, Auxiliary Bishop Cusack, a graduate of the school, being the celebrant. Archbishop Farley was present and made a brief address.

On October 11, a meeting of the alumni of the school was held in the basement of the old church. Among the speakers were Corporation Counsel John J. Delany, State Senators Victor J. Dowling, Joseph P. Bourke and Thomas F. Grady, and former District Attorney Eugene Philbin.

Obituary.

Major Henry B. McClellan, principal of the Sayre institute, Lexington, Kentucky, died suddenly at Lexington on October 1. He was born in Philadelphia, but took up his residence in Virginia when he was eighteen, and at the outbreak of the civil war, espousing the cause of his adopted state, entered the Confederate army. He rose to the position of assistant adjutant general and chief of staff of the cavalry corps, army of Northern Virginia, first on the staff of Gen. J. E. B. Stewart and then of General Wade Hampton. During the campaign ending at Appomattox he was on the personal staff of Gen. Robert E. Lee.

Shortly after the close of the war Major McClellan came to Kentucky and in 1869 was made assistant principal of the Sayre institute. In 1870 he was elected its principal and remained at its head until his resignation last June, when the institute celebrated its semi-centennial.

Sayre institute was founded and endowed in 1854 by the late David A. Sayre, a Lexington banker, one of the founders of the Louisville and Nashville railroad system, as a college for the higher education of women, and was deeded by Mr. Sayre, with all its property, to the General Assembly of the Presbyterian church. It was the first institution for the higher education of women founded in the South, and one of the first established in the United States. Its influence has been very powerful for a half-century throughout Kentucky and the neighboring Southern states.

A Needle and a Spool of Thread.

Many years ago, a boy of twelve was leaving his home in Byron, New York, to make his way thru the world. He had secured a "job" in a stage coach office. As his mother said good-bye to him, she told him that he must always take a just pride in himself and preserve his self-

Dr. E. S. Ferris, of Hamilton, Ohio, writes: "I have found five-grain anti-kamnia tablets have done grand service in alleviating women's pains. Shall take much pleasure in recommending them in various nerve and inflammatory pains. Druggists sell them, usually charging twenty-five cents a dozen. Camping and outing parties will do wisely by including a few dozens in the medical outfit."

respect. To do that he must be clean and neat, his clothes in good repair, and his buttons on. Therefore she gave him a spool of black thread with a needle stuck thru it crosswise.

The other day Mr. Franklin Parmalee, head of the Parmalee Transfer Company of Chicago, died at the Palmer house,

aged eighty-eight. In a pocket of the coat he had last worn, carefully wrapped, was the spool of black thread, with the needle sticking crosswise in it. He had always carried his mother's gift. To it Mr. Parmalee attributed his success in life. The needle and the spool of thread were buried with him.

Educational New England

Massachusetts has a new law, by which no district superintendent can be appointed unless he has a certificate from the state board of education. The first special examination for such certificates was held on October 7, at Boston and at Pittsfield.

It is officially stated at New Haven that the omission of Greek from the required list of subjects for entrance examination at Yale, was only taken advantage of by eight per cent. of the candidates. The other ninety-two per cent. presented Greek as usual.

The unlooked for decrease in the freshman class of the college is explained by some as the first sign that Western boys of a certain class are electing their own universities instead of coming East, as heretofore.

The Rt. Hon. James Bryce, M. P., will deliver the Godkin lectures in Sanders theater, Harvard university, during October and November. He will take as his subject, "The Study of Popular Governments."

The following have been added to the corps of instructors at Smith college: Everett Kimball, a graduate of Amherst and Harvard, to teach history; Walter D. Hadzsits, of the University of Michigan, for Latin; M. L. Richardson, of Smith and Radcliffe, also for Latin; Agnes C. Childs, Smith and Clark university, for the department of physics to be assisted by Mary J. Hurlbut, Wellesley and Radcliffe.

A new laboratory for horticulture, the gift of Mr. and Mrs. A. J. White and Frank Lyman, has been added during the summer to the Lyman Plant house.

Prof. Daniel W. Abercrombie, principal of Worcester academy, has been elected a trustee of Brown university.

Prof. Barrett Wendell, of Harvard university, sailed for Europe on the *Cymric* on October 13. Prof. Wendell will deliver at the Sorbonne in Paris two lectures each week during the coming winter. The lectures will be in English, on "America, American Ideas and Institutions." This will be the first time that an American has lectured in English on American topics at the University of Paris.

The sixtieth annual meeting of the Rhode Island Institute of Instruction will meet in Providence on the three days beginning with October 20.

The institute will be welcomed by the governor of Rhode Island, and the array of speeches on the different programs is bewildering in its multiplicity and excellence. It will be only possible at present to notice a few.

Hon. Andrew S. Draper, commissioner of education of the state of New York, will tell of "The Demand upon the Schools," and Dr. E. B. Bryan of the University of Indiana, formerly general superintendent of education to the government of the Philippine islands, will speak on "The Philippine Situation." These addresses will be noteworthy.

In addition the school superintendents of Providence and Hoboken, the principal of the Rhode Island normal school, the head masters of the Albany academy and of the Cambridge (Mass.) English high school, the principal of the Providence technical high school and prominent educators of Rhode Island will address the institute.

Superintendent Maxwell of New York city, and Mr. James L. Hughes, chief inspector of schools in Toronto, will also speak, the former on "The Essential Qualifications of a Teacher," the latter on "Art as an Educational Factor."

Horatio S. White, professor of German at Harvard university, is one of the two executors of the late Prof. Daniel Willard Fiske, whose will bequeathed a large fortune to Cornell university. Professor White will sail for Italy within a few days in order to give personal attention to the large property and valuable literary remains which Professor Fiske left at Florence.

Mr. Elmer E. Silver has resigned the treasurership of the Silver, Burdett & Co. corporation, in order to accept the position of general agent for New England of the Equitable Life Assurance Society. Mr. Silver will, however, retain his seat on the Silver-Burdett board of directors, and his financial interest in that corporation.

Mr. Albert E. Carr, who has been his assistant in managing financial details, will succeed as treasurer of the Silver-Burdett company.

Miss Mary A. Terry of Hartford, Conn., has bequeathed gifts of fifteen thousand dollars each to Berea college, Kentucky, the Syrian college at Beirut, Syria, and Trinity college, Hartford.

Principal of Vermont Academy.

Professor John L. Alger, principal of the state normal school at Johnson, Vermont, has resigned to accept the principality of Vermont academy at Saxton's River.

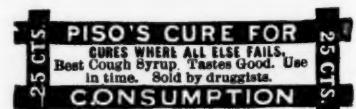
Prof. Alger was educated at the academy at St. Johnsbury, Vermont, and at the Vermont academy. He graduated from Brown university with the class of 1890, having the rank of a Phi Beta Kappa man. Upon his graduation he assumed charge of the Latin-English department of the Providence boys' high school, and two years later returned to Brown university as instructor in mathematics. Here he remained three years.

In 1895 he became superintendent of schools at Bennington, Vermont, and principal of the high school. In 1900 he was elected principal of the normal school at Johnson. Prof. Alger's administration of the normal school has been very satisfactory, and the friends of Vermont academy are much pleased at his acceptance of its principality.

New England Association of Colleges and Preparatory Schools.

The nineteenth annual meeting of the New England Association of Colleges and Preparatory Schools was held in Isaac Rich hall of the Boston university law school on October 8.

Dr. William DeWitt Hyde, president of Bowdoin college, was elected president of the association for the coming year. The new vice-presidents are Principal Harlan P. Amen of Phillips



Exeter academy and President W. H. P. Faunce of Brown university; secretary and treasurer, Ray Greene Huling. The executive committee will consist of these officers and Miss Caroline Hazard, Edwin H. Hall, H. G. Buehler, Enoch C. Adams, and the Rev. Anson Phelps Stokes, jr., secretary of Yale university. A number of new members were elected to the association, which now has a membership of 365.

The address was delivered by Robert Ellis Thompson, LL.D., head of the Central high school of Philadelphia, who discussed the question as to how current day problems should be handled in the schools. Dr. Thompson thought that the use of the daily newspaper was the best method.

Dr. Thompson did not believe there were five men, even in a city like Boston, who were competent to read a daily newspaper and draw from it intelligent facts and communicate them to another. A large proportion of our boys and girls do not go to college. Even of those who do, they may cease to read their Plato, but they will continue to read the daily paper. Every intelligent American does. Let the boys and girls be therefore taught at school how to read a newspaper. Let them discuss current events. The teacher should encourage his class to ask all manner of questions, to bring out their ideas on the tariff, labor, the trusts, and all economic problems. The children should be taught to study nations and peoples from the nations' and peoples' own points of view, not to make foolish mistakes about class distinctions, and they must disabuse their minds of the idea that rich men are growing richer at the expense of the poor.

"We must realize that we cannot dig clams nor pick blueberries without capital, and that there are thousands of things the community enjoys that would not be possible without the rich man. The power of accumulation is as distinct and important as the power to write plays."

Prof. Lawrence V. Evans of Tufts college touched upon the subject from the point of a college teacher, and said that it was amusing and pathetic to read

the answers given by sophomores to simple questions concerning public matters.

President Chace of Bates college asked Dr. Thompson how he could present his ideas and not incur the enmity of politicians, the parents of the children. Dr. Thompson replied that they did not experience that difficulty in Philadelphia, as there was only one political party there, and it carried the other party in its vest pocket.

In the evening the association accepted the hospitality of Wellesley college, where they were greeted by President Hazard.

President Eliot of Harvard spoke on the subject, "What has been gained in uniformity of college admission requirements in the past twenty years." Referring to the college entrance examination board, he said, "The work of this board has been highly successful. It provides that the examinations for admission to college will hereafter be a power tributary to uniformity. This examination method will have the advantage of being national in its scope, paying no attention to state lines or to any group of states; it will also be a cooperative method. It is a question whether the commission of colleges in New England on admission examinations will need to be longer maintained."

Headmaster John Tetlow of the Girls' high and Latin school, Boston, opened the discussion which followed, speaking particularly on "Increase of Options" in the Boston schools and on the "Present Status of Greek."

At a dinner given by the Wellesley faculty, President Hyde of Bowdoin, the new president of the association, spoke.

President Hyde said the concept of the college is defined by its position between the school, which imposes the rudiments of knowledge on the untrained mind, and the university, which applies the trained mind to special departments of knowledge. The college opens the previously trained mind to the broad and interesting aspects of truth. Between the school and the college stands the school-college: an institution which admits poorly prepared students, and does by school meth-

ods and under school restraints the work which ought to have been done in the schools. Between the university and the college stands the university-college, which herds large masses of students in lecture courses; with only vicarious contact of the lecturer with his students, and often with vicarious study on the part of the students; where graduate students do what little quizzing is done, and printed notes and hired tutors prepare undergraduates for examinations, and study is practically confined to two periods of two or three weeks in each college year.

The college professor, the speaker said, must know his subject in contagious form; be able to apply it to problems of current interest, meet students in friendly ways; have high standards of personal character, and charity for those who fall below them. He touched on college discipline which relies exclusively on friendly personal influence, and said the college is intensely Christian. Social life in college finds its best expression in fraternities, clubs, teams; all of which contain slight possibilities of evil, but are ordinarily mighty agencies for good. The college is a place where men study great subjects under broad teachers, in a liberty which is not license, and a leisure which is not idleness; in intense devotion to a community life; under the eye of men too keen to be deceived and too kind to be unfair. The concept and function of the college is not mental training, which is the province of the school, nor specialized knowledge, which is the province of the university; though incidentally it may do both these things. Its distinctive sphere is liberal culture, the opening of the mind to the great departments of human interest, the opening of the heart to the great spiritual motives and social enthusiasms, and of the will to opportunity for righteous self-control. It is the most economical and efficient means yet devised to take well-trained boys and girls from school, and send them either on to the university or out into life with breadth of intellectual outlook, strength of moral purpose, and a passion for social service.

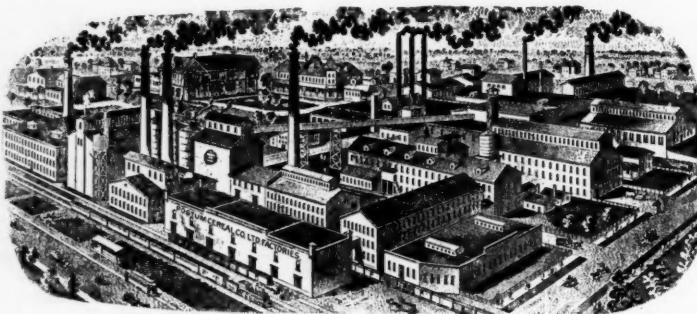


A Class in Cooking at the Connecticut Agricultural College in Storrs.

Postum at Home.

The accompanying pictures are of the factories in Battle Creek, Mich., where "Postum" coffee and "Grape-Nuts" are manufactured by the Postum Cereal Company, Limited, and of the building in which the advertising of this company is handled. The building is occupied by the Grandin Advertising Agency, Limited, which manages the advertising of the Postum Cereal Co. This advertising amounts to a million dollars a year, probably the largest sum of money expended on publicity by any one corporation in the world.

All those who read newspapers and magazines, or travel on street railways, must have been impressed with the peculiarly striking character which is noticeable in all this vast mass of advertising.



Mr. C. W. Post, founder and president of the company, recently entertained a number of prominent newspaper and magazine publishers of New York, Chicago and other cities, and special representatives of other publishers at a banquet in the Post Tavern in Battle Creek. He spoke of the necessity of having a good article to sell. That was indispensable, but it was just as needful to let people know that you had the good article. And how could they know it without advertising? It was by advertising that his business had grown in less than nine years to what it now is. Such was the power of publicity.

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Live teachers must be in touch with the educational life of to-day—the most and best of it not to be found in books, but in the daily work of active educators. This can be found only in Periodicals. We publish the best, covering all fields.

The School Journal weekly, \$2.50 a year. The oldest and most widely read educational weekly—first of all the news of the educational world, which necessarily includes all that is most important in educational thought. Indispensable to school superintendents, principals active members of school boards, and to all teacheras spirng to higher positions. 33d year.

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Eleven Hours of Afternoon	- - - - -	Cy Warman
A Gala Night on the Neckar	- - - - -	Kathleen L. Greig
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In Barbara Fritchie's Town	- - - - -	Thomas C. Harbaugh
A Feast of Music	- - - - -	Jane W. Guthrie
Sailors' Sing Harbor	- - - - -	Bessie H. Dean
Since Betty Golfs—Poem	- - - - -	Josephine Wilhelm Hard
Niagara's Historic Environs	- - - - -	Eben P. Dorr
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Subscriptions for the balance of 1904 and for 1905 will be received up to December 31st, 1904, at the rate of 50 cents a year; foreign countries, \$1.00. At news stands, 5 cents a copy.

Commencing January 1st, 1905, the subscription price will be \$1.00 per year; foreign countries, \$1.50. At news stands, 10 cents per copy.

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Columbia University Notes.

Teachers' college, Columbia university, will have a number of interesting lectures this year. On October 5, Prof. F. M. McMurry began the Wednesday lectures on "Contemporary Educational Problems" with an address on the "Manual Arts in Education." These lectures are at 4:30 p. m. and are open to the public.

On Saturday morning at 10:30, Miss Laura Fisher, director of public kindergartens in Boston, will conduct a course on kindergarten work. The lectures are open to visitors introduced by the New York kindergarten association or by the Froebel league.

Columbia will inaugurate this year the system of student advisers which has been long in use at Harvard. Twenty members of the faculty have been selected, any one of whom may be chosen by a student as his adviser. This applies to the members of the upper classes as well as to the freshmen, but is not compulsory. It is expected that a more rational choice of elective studies will be the result. The freshmen in the college this year number 143, the highest figure ever reached.

When the Archbishop of Canterbury was at Columbia he chanced to mention in conversation that it would be interesting for the university to keep a guest book, in which should be inscribed the autographs of those guests of whom Columbia wished to have a lasting memento. President Butler acted upon the suggestion and such a book was immediately provided.

The first signature in what is destined to be a long roll of distinguished names is that of the Primate himself, "Randall Cantuar."

The trustees of Columbia have resolved to confer the degree of doctor of laws on Sir William Ramsay, and the degree of doctor of science on Mr. William H. Nichols, of New York. The latter is the new president of the Society of Chemical Industry.

Prof. Karl Lamprecht, of the University of Leipsic, will deliver a series of four lectures at Columbia university on "Problems of Modern Historical Science." The date of the lectures will be October 24, 25, 26, and 27.

Newark Board of Education.

The largest meeting which the Newark (New Jersey) board of trade has held in years voted on October 12 enthusiastically in favor of a small board of education for that city.

At present the Newark board consists of two members from each ward. At the last session of the New Jersey legislature permission was given to Newark to submit to the voters the question as to whether they desired a smaller board. The vote will accordingly be taken next month. The proposed board of education will contain only nine members.

Dr. Samuel A. Farrant of the Newark academy, was one of the speakers at the board of trade meeting.

To Aid Savings Banks.

A committee consisting of prominent citizens from various parts of the state, has been formed to agitate before the legislature of New York in favor of the repeal of the franchise tax on savings banks. There can be no doubt, from the nature of savings banks and the wise restrictions thrown around them, that this tax is an additional burden on thrift, from which the state treasury receives but a small return in comparison. William H. S. Wood, president of the Bowery Savings bank of New York City, is chairman of the committee, among whose members appears the name of Superintendent Gorton of Yonkers.

Teachers' Agencies.**A LONG DISTANCE TELEPHONE CONVERSATION**

Sup't Missimer of Erie, Pa., and Mr. Bardeen of Syracuse, N. Y., Sep. 14, 1904:

"Our man Schuyler has received his appointment in the Pittsburg high school. Now how about this Kittridge you recommend? Do you know him personally? B. Very well. Have seen him and know his work at Schenectady. M. Good in discipline? B. First-class, was principal of the night school there. M. Up in science? B. He's teaching physics, and had a chemical topic for his master's degree. M. Will he come for \$1,400? B. He couldn't afford it. He will come for \$1,500, with rise to \$1,600. M. Can he be here to-morrow? B. Yes, I will have him there to-morrow morning. M. All right, send him. Simple enough. But Mr. Kittridge's two conditions are that you pay his round trip fare for this agency, as well as the present teachers of biology and of English. So Mr. Missimer did not take much risk."

Mr. Kittridge wrote Sept. 22: "Everything here is fine. I like the school, the men, and the city, and wish to thank you for your help in getting me this position."

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Here and There.

The following is a quotation from the platform adopted by the Democratic state convention of Texas: "We commend the legislature and many of our city governments for the inauguration of industrial education and the Democracy will continue to foster, encourage and extend the same."

The trustees of Northwestern university have elected Dean Thomas Holgate as acting president.

Whitewater, Wisconsin, is about to inaugurate manual training in its public schools.

Dr. James Ward, professor of philosophy at the University of Cambridge, delivered a lecture at Johns Hopkins university on October 12, on "The Present Trend of Modern Speculation."

Clair W. Bretz, of Wooster, Ohio, a graduate of Wooster university, has been elected superintendent of the New Cumberland (West Virginia) public schools.

The freshman class of Oberlin college has 230 students, an increase of fifty over last year.

Hobart college has been awarded a bronze medal at the St. Louis exposition for its general exhibit, and a gold medal for its astronomical exhibit.

Former secretary of war Root made the argument for the college and university beneficiaries under the Fayerweather will before the supreme court of the United States on October 13. Mr. Justice Harlan, senior associate justice, presided over the court, Chief Justice Fuller not sitting during the consideration of this case, as he is a trustee of Bowdoin college, one of the beneficiaries.

The Tuskegee institute, Booker T. Washington's school for the practical training of negroes, has received a bequest of one hundred thousand dollars thru the will of the late James Callahan of Des Moines, Iowa.

By the will of the late Augustus Van Wyckle, of Hazleton, Pa., an imposing gateway and stone fence 278 feet long will be built along the front of the Princeton campus, at a cost of twenty-five thousand dollars. The bequest was in honor of the testator's ancestor, Nathaniel Fitz Randolph, who gave the ground on which Nassau hall stands.

The law school building of the University of Chicago is completed. Mr. Justice Brewer, of the supreme court of the United States, will deliver the dedicatory address.

The United States brig "Boxer" was launched on October 11 from the Portsmouth (N. H.) navy yard. She is the first of her class to be built and was authorized by the last naval appropriation bill. The "Boxer" which will be in commission in about two weeks, will be used as a training ship for the cadets of the United States Naval academy at Annapolis.

The address at the fall term convocation of the University of West Virginia was delivered by Dr. George E. Vincent, professor of sociology, in the University of Chicago.

Prof. Walter L. Fleming of the University of West Virginia is preparing for publication by the Arthur H. Clark company of Cleveland a collection of documents relating to reconstruction. These will contain hitherto much unpublished material in regard to the Ku Klux Klan, the Freedman's Bureau and other reconstruction organizations and events.

The first award of the Barnard medal of Columbia was made to Sir William Ramsay and to Lord Rayleigh, in recognition of their discovery of the new element argon.

The Benguiat Collection.

In the last months of the St. Louis exposition one of its greatest treasures has been opened to the public. Senor Benguiat, who has one of the most remarkable collections of oriental rugs, enamels, gems and historical and ecclesiastical art treasures ever brought together, has erected a pavilion for their exhibition. It was not until the exposition had been open for some time that the owner of this famous collection realized the magnitude of the fair, and resolved to display here his treasures.

For treasures they indeed are. The room at the rear of the large galleries is a restoration—not a reproduction—of a room in the palace at Damascus in the days of the caliphs. It is a restoration, for all the material came from the original palace. In the center is the very fountain that cooled the perfumed air for the caliphs' favorites. To be in this apartment is to be again in the fourteenth century, of whose productions this room is entirely composed.

The Senor's collection is so varied and valuable that it is only possible to mention a few of its jewels. A royal silk carpet of the Spanish Moor, Abdurrahman II., is of so close a texture and so thick a pile that the labor of eleven rug-makers during twenty-three years was necessary to complete it. There is also the marvelous Satsuma vases, of which but two other similar pairs are in existence, illustrating by their decorations, in fifty-four panels, the love-songs of one of Japan's great poets. Among the oriental rugs are several from the famous collection of the late Henry Marquand, president of New York's Metropolitan Museum of Art, and so on, and so on, thru rooms and galleries of this most rich and artistic collection of rare antiques.

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Literary Items.

"The Americans," by Prof. Munsterberg of Harvard university, which upon its appearance in Germany was reviewed at length in THE SCHOOL JOURNAL, has been translated into English and will be issued this month by McClure, Phillips & Co.

It is announced that Mrs. Humphry Ward's next novel will appear serially in the pages of the *Century*.

President William DeWitt Hyde of Bowdoin college has published thru the MacMillan Company, "From Epicurus to Christ," a collection of the thoughts of Greek philosophy applicable to modern days. The great problems of life change but little, and the same questions, in different settings, are discussed by New York bay that were so eloquently debated in the shaded walks overlooking the Piraeus. To bring the noblest and most comprehensive of human intellects within the reach of the average reader is a task honorable to the president of Bowdoin.

Elliot Stock will publish a book by Prof. Theodore Vetter of the University of Zurich on "The Relations of England with Zurich during the Reformation."

McClure, Phillips & Co. will shortly bring out a new edition of the memorable book by Alfred Russell Wallace, "Man's Place in the Universe." The co-discoverer with Darwin of the theory of evolution has by no means abandoned the startling idea advanced in his later work. On the contrary he has added to the new edition a chapter containing an additional argument in his support arising from the theory of evolution itself.

The October number of the *International Socialist Review* has in considerable detail the proceedings of the international congress of socialists at Amsterdam, with a translation of the speeches of Herr Babel and M. Jaures. It also contains an analysis of the wages paid in the United States during recent years, showing that since 1897 there has been a steady decrease in what may be called "net wages," that is wages as compared with the absolutely necessary cost of living. The *Review* is temperate, not violent in its tone, and therefore of interest.

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